



# Behaviour and Anti-Bullying Policy

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## Approved by

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1.0	New Policy - no changes	Senior Leadership Team	September 2025
1.1	Additional text about what happens when a child is asked to leave a classroom.	Academy Committee	November 2025

1.2	Update on the use of reasonable force – recording and reporting to parents	Academy Committee	March 2026
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## Introduction

At Upwell Academy we believe that good behaviour is essential to create an environment where everybody can learn. We accept and recognise that children present different learning behaviours, that all behaviour is a form of communication, and these behaviours will need to be dealt with on an individual basis in relation to the child's personal pathway. We believe in positive rather than negative approaches to learning behaviours and look for natural and logical consequences when reflecting on the behaviour choices. Therefore, our policy is holistic in nature and rooted in helping children to learn.

Children, staff, parents and other stakeholders all have **rights** and **responsibilities**.

## Defining our rights and responsibilities

### Children

<b>Rights</b>	<b>Responsibilities</b>
To always be safe	To share equipment and space
To be able to learn in a friendly, encouraging, secure, supportive and positive Academy environment	To be cooperative, considerate, and respectful to themselves and others
To be heard and to be able to express an opinion	To speak out but also listen with tolerance
To know what acceptable behaviour and the consequence of unacceptable behaviour is	To act in a safe and responsible manner for themselves and others
To make mistakes and get things wrong	To own mistakes, and allow others to make mistakes
To be treated with respect	

### All Staff

<b>Rights</b>	<b>Responsibilities</b>
To work in a safe and pleasant environment	To try and ensure the environment is safe and that others act safely
To receive support from within the education system, including colleagues in the academy	To work to create a friendly, encouraging, secure and positive environment
To be involved in collaborative decision making within the school	To allocate time and resources fairly and appropriately

For all stakeholders to be treated with respect and courtesy	To model behaviours, listen to and encourage children to express opinions, as well as listen to others
To be informed of family / home circumstances which may influence a child's behaviour, ability or attitude within the academy	To communicate with parents / carers, offering courtesy and a willingness to listen; this includes reporting both positive as well as negative behaviour / incident / events
To expect parents and carers to support academy policies and actions towards behaviour	To neither discriminate nor accept others discriminating
To expect parents and carers to support the academy's action to assist their child both academically and socially	To play a part in the wider aspects of the academy, working and consulting with colleagues
To be made fully aware of the academy's systems, policies, and expectations of children.	To consider the needs of children when planning lessons, including those with behavioural difficulties, or additional needs

## Parents and Carers

<b>Rights</b>	<b>Responsibilities</b>
To be informed of the academy procedures and the curriculum	To inform staff of medical / other problems or concerns
To both receive and offer, information about their child's educational, academic and behavioural development	To always treat all members of the academy community with courtesy and respect
To expect consistent approaches by all staff in respects of this policy	To consult with staff to reach agreement where specific issues need to be addressed
To expect that there will be no cultural, sexual or physical discrimination against any member of the academy community	To be encouraging towards their child and supportive of academy's policies, actions and any individual programmes such as Behaviour Support Plans, or social support / interventions offered
To be always treated with courtesy and respect	To reinforce at home what is acceptable behaviour in the academy.
	To neither discriminate nor accept being discriminated against

## Outcomes for children

At Upwell Academy we aim to:

- Guide children towards effective communication, self-control, the ability to express, and reflect on their feelings in an appropriate way, and develop self-awareness.
- Encourage each child to learn their own value, to respect themselves and appreciate their achievements.
- Enable children to respect others, to learn the unique value of each person in their lives and the effect we have on one another.
- Enable children to engage with learning and accelerate levels of attainment which will support their motivation to do well in school.
- Create a learning environment which is safe, stimulating, supportive and caring.
- Promote the skills of co-operation, collaboration, making choices and taking responsibility.
- Encourage each child to respect the things around them, both living and inanimate, belonging to themselves and others.
- Develop a sense of a learning community to which we all belong and have responsibility towards.

## Principles and Practice

We intend to achieve these outcomes by:

- Establishing clear expectations of behaviour with the children and between staff.
- Modelling these through our interactions with one another, staff in school, parents and the children, and other stakeholders.
- Ensuring we are non-confrontational in our own responses.
- Helping children reflect and evaluate their own behaviour and where possible set their own goals.
- Structuring time and giving routines and consistency.
- Giving the opportunity to learn experientially and through planned activities, independently and as a member of the group, within the safety of caring relationships and consistent responses.
- Embed the understanding of cause and consequence, in that behaviour has consequences, both positive and/or negative in nature, by encouraging children to develop their **STOP-THINK-ACT** skills.

In our work with children and each other, we will refrain from:

- Criticism, blaming, complaining, threatening, punishing, sarcasm or judging.

Instead, we advocate and support:

- Recognition and praise; support and understanding, action and assertion; knowledge and negotiation; consequence and reparation; acceptance and restorative approaches.

This will demonstrate our ability to:

- Develop our solution focussed approach to seek to find the positive in any situation and identify it
- look for negotiation and explanation to support resolution
- use language to identify behaviours, describe feelings, reason actions
- acknowledge achievement publicly
- deflect and defuse difficult, potentially confrontational situations
- supply alternative preferred responses as choice options, and state consequences of choices

## Teaching and Learning

There are number of strategies that will be used to support children's learning about behaviour. They include:

- planning to ignore some behaviour
- deflection/distraction
- de-escalating
- humour
- roles and responsibilities
- challenges
- change of task
- talking to chosen adult
- adult naming and reflecting the behaviour
- change of adult
- choices
- calmness
- listening
- awareness of possibilities
- firm assertive instructions
- controlled raising of voice
- warning of transition
- use of visual aids, i.e. timer, visual timetables etc

Children will learn through:

- routine and consistency
- modelling of positive behaviours by others and staff
- clear boundaries
- the way they are responded to by others
- expectations and achievements being explicit
- playing and working with others in planned situations that practice skills
- role play
- understanding that actions have resulting consequences
- reparation

- expressing feelings and fears within a safe environment
- shared celebrations
- a nurturing approach
- personal experience in a safe place and secure environment.
- social stories
- strategies and interventions, such as Lego Therapy, or comic strip conversations, etc.
- practical strategies which develop self-awareness, including 5-point scales, feeling thermometers, anxiety ladders, or a personalised behaviour support plan (completed with the child).

## Organisation

Positive behaviour is reinforced with:

- immediate praise
- visual signs
- use of stickers
- group appreciation
- other adult recognition
- certificates
- photographic displays
- written reports to parents / carers
- time spent with specific staff members
- allocated responsibility / job
- opportunity to be a positive role model / play leaders / PLT
- assembly awards

Consequences of negative behaviour include:

- non-verbal reminders
- reminders of expectations
- encouragement to make the right choice
- loss of opportunity to participate in an activity for a fixed amount of time
- loss of playtime/lunchtime/free choice
- time working with an adult
- reparation or opportunity/action to “mend” a situation
- follow up discussion with SLT
- contact with parent/carer
- invitation for parent/ carer to attend a meeting.
- restorative conversations

## Positive Handling / Restraint

On occasion, a physical response by an adult may be necessary because of a child’s physically threatening or dangerous behaviour. If necessary, we will move or hold a child to ensure the safety of the child and others. When this has happened, the incident will be recorded on the *Record of positive handling/restraint* (Appendix 1) and logged by the Safeguarding Team for monitoring, and

the parents/ carers will be informed. For further information, please see EMAT's Positive management of aggressive and violent behaviour policy and Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England, April 2026).

In line with statutory guidance, the academy will record the following details as a **minimum**:

- names of pupil and staff directly involved
- any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- time, date, location and approximate duration of the intervention
- brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained
- brief account of why the use of force was assessed as necessary in that instance
- any post-incident support, such as details of any medical treatment for injuries or other adverse impacts

We may also record additional details to support our evaluation of incidents to identify best practices and areas for improvement. For example, the pupil's and/or witnesses' accounts of what happened, when and how parents were notified, and what follow-up has taken place.

The circumstance in which this sort of action may be required would be to prevent

- the child from injuring or endangering themselves
- the child from injuring or endangering another person
- the child from damaging property
- the child from disrupting good order and discipline and therefore affecting the learning of others

If an incident does occur, then only the minimum force required will be used and will be reasonable and proportionate to the situation/incident/risk. Staff will apply any professional guidance or training they have received to ensure this is done as safely as possible to protect both the child in question and them or others. Only staff trained in the Norfolk STEPS techniques will be used to physically intervene in the first instance, although all staff have the principal's authority to intervene where it is judged necessary to prevent injury or maintain good order. In these situations, support from a trained member of staff should be sought as soon as possible and they would take over as soon as they arrived.

## **Reporting to parents**

In line with statutory guidance, the academy will report the incident as soon as practicable, and will endeavour to do this no later than the same day.

A report of the incident made to parents will include the following details as a **minimum**:

- time, date, location and approximate duration of the intervention
- brief account of why the intervention was assessed as necessary in that instance
- brief account of what type of force was applied, and the degree of force
- details of any physical injuries sustained, if applicable

The requirement to report applies even if the use of restrictive interventions in certain circumstances is agreed with parents as part of a pupil's behaviour support plan.

The academy will communicate this information to parents in writing. For example, via email or online messaging system.

The academy would usually invite parents to have a follow-up discussion about the incident where appropriate.

This could involve a discussion about:

- any behavioural triggers or warning signs of an impending incident
- whether any agreed behaviour support plans were followed
- what de-escalation strategies were used and how effective they were
- what might be done differently in the future

The academy may use this information to amend any existing behaviour support plans, as needed.

We acknowledge that some children are more likely to display degrees of vulnerability that may include issues around Safeguarding or child protection. The relationship with staff can result in degrees of trust that elicit disclosure or observed behaviours that may lead us to believe that the child is at risk. Staff will follow the Safeguarding Policy in relation to these matters and be guided by the advice of a Designated Safeguarding Lead.

## **Playtimes and Lunchtimes**

The same rules and expectations apply during these times.

We have additional support for children identified as requiring support in coping with social or behavioural issues, during the lunchtime. A Nurture/Lunch club run by experienced Teaching Assistants, is on offer to support those children as required. Children who are deemed to need this extra provision will be identified by a member of staff and encouraged to use the lunchtime clubs for a period of time appropriate.

## **Running Off Site Procedure**

We acknowledge that when some children emotionally hi-jack they can go into fight or flight mode. For children who choose to run, and more specifically off site, there is a procedure in place.

When a child is at risk of running off site the following procedure is followed:

- One member of staff (preferably with a mobile phone) stands on the front pavement outside of school. This is likely to be a member of the office staff
- This ensures that the exits off the site are secure.
- Another member of staff (again with a mobile phone) follows the child. This is only so staff can keep the child in sight, not to chase or catch the child.

- If the child does go off site, then 999 is called. This call is likely to be made from the office, but could be done by any member of staff involved in the incident.
- After the Police are informed, parents should be called immediately.

## **Suspensions and Persistent anti-social behaviour**

It is hoped that suspensions will be rarely required. If a situation arises where the academy feels this is the appropriate action to take the principal will follow the current guidance and procedures set out for such action. This will be found in the 'Suspension and Permanent Exclusion from maintained schools, academies, and pupil referral units in England, including pupil movement' July 2022 document.

**If witnessed by an adult that a child swears, in any way, towards other children or adults in the Academy, this will result in the child receiving a suspension – swearing will not be tolerated.**

Following a fixed term suspension, a member of SLT will meet with the child and their parent/carer to discuss a positive way forward. This will be carried out by a reintegration meeting, before they return to class. This will, in the most cases, be on the first day back to school.

## **Individual Behaviour Support Plans and risk assessments**

To support some children, it may be felt that an individual behaviour support plan and/or a risk assessment (Appendix 3) will be beneficial. These will specify the concerns and how the school wish to move forward in addressing them, so that all staff can work consistently with the child. Parents will be involved in creating these plans with academy staff.

## **Managing behaviour in the classroom**

When a child is becoming dysregulated and unable to manage their behaviour, the following sequence of events will begin:

- The class teacher will give a first warning/indication of pupil needing to get on task/change their behaviour, by way of either a verbal or visual prompt.
- The class teacher will give a second warning with further verbal discussion and support if required.
- The class teacher will request the pupil to take their learning to a time out table/area, where they will be given a set time to reflect and amend their behaviour.  
*For some children, drawing or writing about the situation and how they felt will support their understanding.*
- If behaviour continues, or a refusal to go to the time out table/area, then the pupil will be requested to leave the classroom / learning environment.
- During this time, the child is given an opportunity to reflect on their behaviour and the impact it is having on the other children. This will be supervised and facilitated by a teaching assistant.

- After a set time the classroom adult, will invite the young person back to re-join their class, however the following actions will occur:
  1. There will be a resulting consequence – e.g. loss of social/play time, loss of choosing time.
  2. Parents / Carers are informed, by phone or in person at the end of the day.
  3. The classroom adult records on CPOMS:
    - a. The incident
    - b. The consequence
    - c. The parental communication.

Some children with additional needs may have their own individual behaviour support plan and the responses to their behaviour will be tailored accordingly. We will always include advice from professionals.

## Managing behaviour outside of the classroom

Follow the same pattern as above:

- The supervising adult will give a first warning/indication of pupil needing to change their behaviour, by way of either a verbal or visual prompt.
- The supervising adult will give a second warning with further verbal discussion and support if required.
- The supervising adult will request the pupil to spend some time in the time out area, where they will be given a set time to reflect and amend their behaviour.
- If behaviour continues, or a refusal to go to the time out area, then the pupil will be requested to leave the play environment. After a set time the supervising adult, will invite the young person back to re-join their class to play, however the following actions will occur:
  1. There will be a resulting consequence – e.g. loss of social/play time, loss of choosing time.
  2. Parents / Carers are informed, by phone or in person at the end of the day – **by the class teacher – not the supervising adult.**
  3. The supervising adult records on CPOMS:
    - a. The incident
    - b. The consequence
  4. The supervising adult informs the class teacher of the incident and consequence so the class teacher can inform the parent / carer at the end of the day.
  5. The classroom adult records on CPOMS the parental communication.

## Repeated behaviours

When there are three or more consequences put in place during the week, this will be addressed in a meeting with the parents, the class teacher and a member of SLT to determine next steps, explore reasons for behaviour, offer further support to the family if needed, implement an individual behaviour plan if agreed. Depending on individual circumstances, the Senior Leadership Team may consider, in discussion with parents/carers, reducing time in school to support positive behaviour. This will have clear criteria for success and be reviewed regularly.

## Pupils who self-exit classrooms or the academy building

Non-compliance from pupils, leading to an exit from the building and accessing the academy site, not only disrupts the learning of others but also presents a serious safety concern. Our strategy is to positively support the pupil to make the right choices and to reinforce the behaviour expectations at the academy. We will implement the following protocol, communicating with parents to ensure that we work together to ensure pupil safety and compliance:

- It will be explained to the pupil that we have 5 minutes to get 'back on track' and return to class.
- If after 5 minutes the child is still non-compliant, explain that they have 5 further minutes, then a telephone call will be made to notify parent/carers to advise them that their child is out of the classroom or school building and non-compliant.
- After the additional 5 minutes a telephone call is made to notify parents/carers that their child is non-compliant and potentially unsafe.
- After 10 minutes further non-compliance (total 20 minutes) a further call is made to parent/carers to seek support from them and ask them to attend.
- If the behaviour becomes a serious concern during any part of the school day, and all possible interventions have not helped matters to improve, the principal may impose a suspension.
- Extremely serious situations may lead to the involvement of the Academy Committee, with permanent exclusion being the ultimate resort.
- The class teacher may also ask for further support from the Special Educational Needs & Disabilities Co-ordinator (SENDCo). A case study of the child and support given can be formulated by key stakeholders.
- Other outside agencies may need to be involved, at the discretion of the SENDCo and/or principal, in some special circumstances. If it is deemed appropriate for any referrals to be made, this will be in consultation with parents/carers.

## **Behaviour Support Plan and/or Risk Assessment**

If a child continues to be unable to follow the academy rules and expectations an Individualised Behaviour Support Plan may be drawn up. This is the responsibility of the class teacher with SLT. We will look for frequency, intensity, generality and duration of the behaviour to discover what triggers or exacerbates the behaviours concerned.

- Will have a shared responsibility with a solution focused approach, so that all staff are giving the same message, this will include teachers, TA's and the Inclusion Team.
- Will guide the child through what is acceptable behaviour using strategies such as social stories, small group work, 1:1 support
- Offer moral, emotional and practical support for the pupil, teachers and support staff
- Involves the parent and the child and ensures regular and open communication between all parties takes place.
- Ensure all staff receive regular training and CPD for Early Intervention and solution focused strategies.

Please note, each situation is different and requires an appropriate response as necessary. It is not uncommon for a variety of intervention strategies to be implemented. The main objective is always

to rectify the inappropriate behaviour and encourage the young person to take responsibility for their own behaviour, reflecting upon their choices and consequences.

## Searching children & Confiscation of items

We follow the advice and guidance of the DfE document '*Searching, screening, and Confiscation. Advice for Schools*' July 2022.

All staff can search belongings should they have reasonable grounds to do so. Such grounds might be:

- To look in general for something that has gone missing
- To establish the presence, or not, of a prohibited item such as drugs, alcohol, weapons, tobacco, etc, or if staff believe that any items may be used, or likely to be used to commit an offence or cause personal injury to any person, as well as damage to any property.
- To establish the use of technology in a given situation, e.g. Texting or taking of picture

The procedure for searching is such:

- Belongings such as bags and clothing not being worn at the time, may be searched, or asked to be emptied. If the pupil has access to a locker, this may also be requested to be searched.
- Pockets on clothing that is being worn at the time shall be required to be emptied. Additionally, and only if felt necessary, clothing may be patted down to check that they are empty. This will only occur with a second staff member present. We will also ensure that the staff members are the same gender of the pupil if this does need to occur.

If any of the following takes place, then all staff have the right to confiscate the item and return to parents/carers after school.

If any searches of belongings take place, this will only be carried out with the pupil and at least one other staff member present.

A member of the DSL team, may choose to contact the Children's Advice and Duty Service (CADS) if they feel the child who has been searched is at risk of harm. Further information regarding this can be found in *Keeping Children Safe in Education*.

If a pupil refuses to cooperate with a search by a staff member, the principal will be informed, the parents/carers will be invited into school immediately to discuss and hopefully resolve the situation.

If a situation arises where the pupil refuses to be searched and parents/carers cannot attend school, as a final resort, and **only if reasonable and proportionate to the risk identified**, reasonable force may be used. This will only ever occur with two members of staff who will be the same gender of the pupil.

Strip searches, where all clothing other than underwear is to be removed, **will not be carried out by academy staff**. Should this need to occur, the Police will be contacted who may carry out this type of search, but only by the Police. Please note, this will only occur should staff members deem the risk to be high and require a search of this level.

After any form of search has been carried out, a record of the incident will be recorded on the *Search Record Form* (Appendix 2), which will outline the need for the search, outcomes, and any follow up actions. This will be shared with parents/carers by way of a meeting with the staff involved and a member of the SLT. The form will be recorded on CPOMS.

## Child on Child Abuse

As part of our behaviour policy, we are aware that child on child abuse (including harmful sexual behaviour) *could* happen here.

To minimize and mitigate the circumstances where this could happen, we have:

- Made sure that all adults understand what Child on Child abuse is and looks like
- Ensured regular training and refresher information is made available to all staff
- Ensured all staff can pick up and challenging inappropriate behaviours.
- Ensured that staff know how to manage a situation should it arise, dealing with both the victim and the alleged perpetrator, and can offer support.
- Adapted our curriculum to ensure pupils are clear about our expectations in this area.
- Made links with appropriate external partners who can support when these issues arise.
- An established procedure, protocol and guidance, and risk assessment in place should the need arise.

# Anti-Bullying Policy

## Aim

To make the life of **every child** at Upwell Academy **happy and feel safe**.

## Definition

Bullying is persistently, deliberately hurtful or threatening and targeted behaviour. It is not a one-off isolated incident.

- physical – hitting, kicking, taking belongings.
- verbal – name-calling, insults and discriminatory remarks.
- indirect – spreading nasty stories, excluding from social group.
- cyber/online – using electronic devices to send messages, or post derogatory comments or remarks about an individual.

## Aims and Objectives

- Since bullying thrives on secrecy, we actively encourage any victims or observers of bullying to inform a member of staff.
- Both parties' parents / carers will be informed and will be encouraged to support the school in their response.
- We believe that early intervention is important and that consequences should be used where bullying behaviour is clearly identified.
- Victims of bullying will be supported and encouraged to employ strategies to modify their behaviour which might encourage bullying, to minimise the risk of further incidents occurring.
- The young person identified as the perpetrator will be given support to address their behaviour and their parents will be informed of the strategies used.
- The incident and the agreed next steps will be recorded on CPOMS. This will be shared with the parents/carers.

## Preventative Measures

- Using education via whole school approaches such as the PSHE Curriculum
- Involvement of children in a variety of playground games.
- Provision of different types of play areas e.g. Quiet area, small apparatus area, area for chasing games.
- Vigilance in supervision of corridors, toilets, playgrounds, dining room etc.

## Procedure when an incident takes place:

### 1. Early intervention

Early and effective intervention has an important part to play in preventing poor behaviour. Much can be done by our academy to contain situations. We should explain to the child concerned what aspects of their behaviour are causing concern, and how it can be modified.

A verbal reminder may be sufficient to deter a pupil from name calling, mild teasing etc, which could lead to bullying.

## **2. Consequences**

Consequences should be used where bullying behaviour is clearly identified. Whatever consequence is undertaken needs to relate to our Behaviour Policy. Parents/ carers will be involved in this discussion.

## **3. Recording**

We will record any incidents of bullying and how they were resolved, both immediately and over the longer term. Records will be objective and should include:

- those involved (or alleged to be involved)
- where and when the incident happened
- what happened
- the points of view of both perpetrator and victim
- what action was taken
- how it was followed up
- which staff were involved

This information will be recorded on CPOMS for monitoring.

## Appendix 1 - Record of Positive Handling/Restraint

RECORD OF POSITIVE HANDLING/RESTRAINT		
Child's name:		
Date of Incident: Time of Incident:	Location of Incident:	Report completed by:  Role in school:
ANTECEDENTS (events leading up to the incident):    		
BEHAVIOUR (How did the pupil respond, describe what actually happened):    		
CONSEQUENCES (How did the staff intervene, how did the pupil respond, how was the situation resolved?):    		
NAMES OF THOSE INVOLVED (Staff and pupils):  		
NAMES OF WITNESSES (Staff and pupils):  		
WHAT DE-ESCALATION TECHNIQUES WERE USED PRIOR TO THE PHYSICAL CONTROLS? (Tick below):		
Verbal advice and support	Choices/limits/consequences	Humour
Reassurance	Distraction	Success reminder
Calm talking/body language	Planned ignoring	Time out directed
Time out offered	Negotiation	Change of adult
Deflection	Guide away from area	Other (please specify):

WHY WAS THE DECISION MADE TO RESTRAIN THE PUPIL:
DESCRIPTION OF PHYSICAL RESTRAINT HOLDS USED (Please include approximate time span of any holds):
VIEWS OF THE PUPIL: Report read and discussed with pupil? Yes/No Pupil agrees with content? Yes/No If 'no', what are the views of the pupil/If 'yes' does the child have any comments?
DID THE CHILD SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No Injury location and description:
DID STAFF OR OTHERS SUFFER ANY INJURIES AS A RESULT OF THIS INCIDENT? Yes/No Injury location and description:
HAS THIS REPORT BEEN SHARED WITH THE PRINCIPAL? Yes/No Any comments:  Signature:
REPORT RECORDED BY: NAME: ROLE IN SCHOOL: DATE REPORT COMPLETED:

## Appendix 2 - Search Record Form

Name of Pupil:	
Date of search:	Time of search:
Location of search:	
Name of staff who conducted search:	
Name of any other staff/pupils present during search or involved in the incident:	
What was being searched for:	
Why was the decision made to search for the above item/s:	
What item/s were found:	
Were parent/carers informed? If yes, what was their response? If no, why not?	
What follow up actions will occur as a result of the search:	

## Appendix 3 - Pupil Specific Risk Assessment and Behaviour Support Plan

### Pupil Specific Risk Assessment

Name	
DOB	
Date of Assessment	

Hazard/Behaviour	Opinion Known	Deliberate Accidental Involuntary	Seriousness Of Outcome A	Probability Of Hazard B	Severity Risk Score  A x B
	O/K	D/A/I	1/2/3/4	1/2/3/4	
Harm to Self					
Harm to Peers					
Harm to Staff					
Damage to property					
Harm from Disruption					
Criminal Offence					
Harm from Absconding					
Other Harm					

Seriousness	
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring psychological support/treatment, or critical property damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
1	Foreseeable outcome is upset or disruption
Probability	
4	The Risk of Harm is persistent and constant
3	The 'Risk of Harm' is more likely than not to occur again
2	The 'Risk of Harm' has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain

**Now complete the Behaviour Support Plan**

**Risk Management Plan**  
(*Example – amend as necessary*)

<b>Name:</b>	<b>Class:</b> <b>Year group:</b>	<b>Date:</b>	<b>Review Date – weekly</b> ( <i>daily if needed</i> )
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<b>Photo of pupil</b>	<b>Potential Triggers / Key Themes</b> <i>Being asked to complete a learning activity</i> <i>Being asked to follow instructions</i> <i>Being asked to come into the classroom at the start of the morning / afternoon</i>
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<p><b>What we want to see</b></p> <ul style="list-style-type: none"> <li>Follow the school values</li> <li>Keep himself and others safe</li> <li>Keep hands to himself</li> <li>Motivated to learn</li> <li>Follow instructions from adults</li> <li>To ask for help if he needs it</li> <li>Coming into school nicely</li> </ul>	<p><b>Strategies to maintain</b></p> <ul style="list-style-type: none"> <li>-Reinforce school values on a regular basis -xx to follow values and instructions from classroom adults.</li> <li>-Remind xx of the class rules, walking feet, walk and talk, ARK, smart learner, listening.</li> <li>-Positive reinforcement of all positive behaviour seen in school.</li> <li>-Remind xx that he can always ask for help</li> <li>-Adult to check in with xx every lesson at the start and end of the lesson.</li> <li>-Use of nurture room first thing and at lunchtime</li> <li>-Feelings and wishes weekly</li> <li>-Mum not to leave the playground until xx has entered the school building.</li> <li>-xx will be given the option of sitting in an allocated place in the classroom, with peers or a table by himself for every lesson</li> </ul>
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<p><b>First signs that things are not going well</b></p> <ul style="list-style-type: none"> <li>-Not following instructions</li> <li>-Wandering around the class without permission</li> <li>-Distracting other children in the class</li> <li>-Deliberately doing the opposite</li> <li>-Verbal ticks</li> <li>-Refusing to come into the classroom</li> </ul>	<p><b>Strategies to support</b></p> <ul style="list-style-type: none"> <li>-Reinforce expectations of learning behaviours – follow academy behaviour policy and encourage use of Safe Ports.</li> <li>-Reinforce school values throughout the lesson.</li> <li>-Focus xx back onto his learning and ask him if he needs any help.</li> <li>-Time on back table with adult support providing scaffolding to encourage learning.</li> <li>-If xx completes task, can have 5 mins choice activity.</li> <li>-If xx refuses to come into class xx to go to Safe Port to regulate with TA.</li> <li>-Mum will leave once xx is in the building</li> <li>-Change in adult to support distraction technique .</li> </ul>
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<p><b>Where this behaviour leads next</b></p> <p>Continuous disruption to peers  Leaving the classroom without permission  Not completing learning  Continued refusing to enter the classroom</p>	<p><b>Strategies needed</b></p> <ul style="list-style-type: none"> <li>-Reinforce expectations of learning behaviours – follow academy behaviour policy</li> <li>-xx to sit on table at back of room with adult support until ready to join in.</li> <li>-Praise any instructions he has followed.</li> <li>-Complete 'Feelings and Wishes' as appropriate.</li> <li>-Member of SLT will speak to xx as part of distraction technique.</li> </ul> <p><b>Avoid</b></p> <p>Direct confrontation and instant demands</p>
<p><b>What we are trying to avoid</b></p> <p>Distracting other children from their learning  Absconding</p>	<p><b>Interventions necessary</b></p> <ul style="list-style-type: none"> <li>-Constant supervision</li> </ul>

**Signature of School** .....

**Date** .....

**Signature of Parent / Carer**.....

**Date** .....