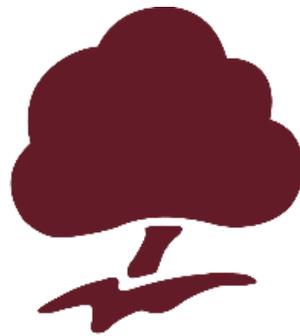

BEHAVIOUR AND DISCIPLINE POLICY



**BUTTSBURY
PRIMARY SCHOOL**

AN ACADEMY SCHOOL

Approved by:	Full Trust Board
Last reviewed on:	Autumn 2025
Next review due by:	Autumn 2026

Introduction

The Education Act 2002 requires Trust Boards of schools to agree a policy statement on Behaviour and Discipline.

Aims of the Policy

The aims of the Policy for Behaviour and Discipline should be viewed in conjunction with the overall School Aims which are published in the School Prospectus.

We aim:

- To provide a safe, secure, happy and purposeful environment for both children and staff.
- To encourage high standards of conduct and behaviour.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- To foster positive attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To show respect and understanding towards other people.
- To make the boundaries of acceptable behaviour clear.
- To involve parents in establishing positive behaviour patterns for their children.

Entitlement

All children are entitled to a structure at all times of the school day within which they can behave appropriately.

All staff, both teaching and non-teaching, are entitled to given structures within which they can perform their duties effectively.

The Four Rights

Every child and adult at Buttsbury Primary School has three basic rights:

- To Learn
- To Be Safe
- To Be Respected
- To Kindness

These are displayed in all classrooms and also in the School Hall. With these rights, there are also responsibilities. If a child's actions are inappropriate, they will be reminded of the four rights and, in particular, the *right* which they have broken.

Promoting Positive Behaviour

The emphasis is always to **encourage and motivate children** so that good behaviour is the norm. Staff ensure that children receive positive feedback by praising examples of good work, appropriate conduct and good behaviour. We encourage an atmosphere of **co-operation, consideration and care for others** within the classroom, around the school and beyond.

It is important that there is mutual **respect** among individuals and groups within and beyond the school. We all work towards this by modelling desired behaviour and appropriate attitudes, listening to one another and communicating those things which have been said by others.

Good behaviour is seen in those who have a **sense of self-esteem**. We encourage children to have a sense of their own success; to take responsibility for themselves and make appropriate choices; and to ensure that they have opportunities to talk about their feelings.

Positive behaviour is best promoted in an environment where **rules and consequences** are clear, consistent and applied fairly to ensure the physical and emotional safety of all. Children are encouraged to discuss and decide rules for their classrooms.

Promoting Positive Behaviour in the Playground.

All staff on duty at playtimes and lunchtimes have a key role in being pro-active in their approach to positive behaviour. The school has games for children (both outdoor and indoor) in order to

promote positive activity during playtimes. Year 6 and Year 5 children are trained as Play Leaders and offer a range of games for the younger children to play each day. Year 6 and Year 5 children are also trained as Buddies who help ensure that all children have someone to play with.

Parental Responsibilities

Parents are actively encouraged to be involved in their child's education. They hold a unique position and can give an insight to the child's behaviour and what strategies have been used and been successful at home. If a child's behaviour becomes a problem then the parents will be contacted by the class teacher or headteacher. Consistent strategies for dealing with a particular child's unacceptable behaviour which have been agreed by both parent and the school are more likely to work.

Rewards

Good work, appropriate behaviour and achievement may be rewarded in a number of ways. The school's reward systems are summarised in [Appendix A](#) (Reception/Key Stage One) and [Appendix B](#) (Key Stage Two).

Misbehaviour

Inappropriate behaviour may occur in a variety of situations, e.g. in a class lesson, moving around the school, in the computer suite, in assembly, at break and lunchtimes. It may also take many forms; e.g. talking or shouting when not appropriate, fiddling and fidgeting, lack of attention, anti-social behaviour, rudeness, laziness, misuse of or damage to school equipment and property, lack of consideration for others, disagreements.

In all cases:

- Children are reminded of the Four Rights.
- Incidents are discussed in relation to the Four Rights.
- Children are encouraged to resolve disagreements.
- The appropriate consequence will be implemented.

Staff can send an Orange Card to the School Office if the behaviour of a child needs to be followed up reasonably urgently. A Red Card is sent if a child's behaviour is extreme and out of control. A member of the Senior Leadership Team will respond as soon as possible to Orange Cards; immediately to Red Cards.

In Class Consequences

The school has a staged approach when a child is not following our behaviour expectations. [See Appendix C and Appendix D](#)

If there is little or no improvement, children will find themselves going through each stage very quickly – this is serious.

If a child's behaviour is extreme, it could result in exclusion immediately without going through the following stages. It is very important to allow every opportunity for the child to make the right choice and to self-correct unacceptable behaviour. At all appropriate and relevant points, the child should be asked how their inappropriate behaviour impacts their own and other children's learning.

If a child's behaviour does not improve, they will move to the next stage on the chart.

Staff will use the scripts found in [Appendix E](#) when children show inappropriate behaviours.

We expect all parents/carers to fully support the school when working with a child who is behaving inappropriately or displaying challenging behaviour.

Refer to our behaviour chart below:

Stage 1: **Verbal warning** linked to Buttsbury's Four Rights

Stage 2: A clear verbal **caution**, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.

Stage 3: **Last chance** and warning of 'time out'

Stage 4: **'Time out'** (5 minutes) in the classroom with the 'Time to Restore' booklet (Reception/Key Stage One), followed by a conversation with the teacher about restoration, at an appropriate time

Stage 5: Child sent to **Year Group Leader**

Stage 6: **Orange Card** is sent to the Office and the child leaves the classroom with a member of the Senior Leadership Team. This is logged on CPOMS by the class teacher and parents/carers are informed, either via a phone call home or a conversation at home time.

For a child who is involved in a serious incident or is displaying very inappropriate behaviour, a **Red Card** will be sent to the Office and a member of the Senior Leadership Team will respond immediately. The child will be sent to work in a separate room, away from their classroom. This may be for a whole morning, afternoon or all day. This is dependent on the seriousness of the behaviour. A member of senior leadership team and the class teacher will meet with parents/carer. The senior leader will update the central electronic 'Behaviour Log' on CPOMS. Extreme behaviours will be escalated straight to Deputy Headteacher or Headteacher. The child may then have a managed lunchtime or appropriate consequence.

A half termly analysis will take place to track the type of behaviour, where the misbehaviour occurs and what time of day. For example, if mainly due to football related issues at lunchtime than the school would put an action plan in place and may provide different activities to play.

Playground Behaviour

Positive behaviour

Our Four Rights are applied at lunchtime. Children are awarded 'Good Choices' stickers from Midday Assistants for their positive behaviour and attitude towards others.

Inappropriate Behaviour at break time or lunchtime

Stage 1 – a verbal warning is given
Stage 2 – the child is given a time out from the activity (5 minutes)
Stage 3 – a member of the senior leadership team is informed and the child is removed from the playground (the child's parents/carers are informed).

Serious Incidents of Unacceptable Behaviour

Any incidents of a serious nature (either in the classroom, at break time or at lunchtimes) are taken directly to the HEADTEACHER/DEPUTY HEADTEACHER. In these cases, the child's parent/carer will be informed.

Serious incidents of unacceptable behaviour include:

- Racial Comments
- Homophobic comments
- Physical Violence
- Swearing/Foul Language
- Bullying/Persistent Name Calling

Serious incidents of behaviour in and around the school are very rare. However, these incidents may warrant the child's removal from the classroom and result in internal exclusion. All serious incidents are recorded on to CPOMS.

The school regards all incidents of a racist, homophobic and a sexual nature to be serious and parents will be contacted at the earlier stages to ensure that they are well informed, and management of such cases is carried out with all relevant parties involved.

Bullying

We regard bullying as particularly serious and will always take action against it. We encourage children to work against it and to report incidents of bullying. We define bullying as any sustained deliberate action which causes another person harm or anxiety. It can be physical, verbal or emotional and be inflicted by an individual or a group.

Incidents of bullying are reported to senior members of staff - Headteacher, Deputy Headteacher, Assistant Headteacher or Year Group leader.

- Children will be given the opportunity to explain their actions.
- They will be helped to understand the consequences of their behaviour on others.
- An agreement will be reached on a form of action to rectify the situation.
- Appropriate sanctions will follow

Incidents of bullying are recorded on CPOMS. In the event of a serious incident or persistent acts of bullying, the Headteacher will inform the parents and seek their support.

Children who are victims of bullying should not be ignored. They are encouraged to report incidents to the appropriate adult. They are encouraged not to retaliate and are given appropriate support to deal with these incidents. The parents of all children involved will be informed.

(For further details, please see the Anti-Bullying Policy.)

Drugs

If a child is found to be dealing drugs in the school, they will be permanently excluded. If a child brings drugs into the school, they may well be excluded.

Special Educational Needs and Disabilities

We recognise that some children will experience specific difficulties in exhibiting appropriate behaviour. In such cases, class teachers work with the Inclusion Manager, Teaching Assistants (TAs) and the parents to help the child. Together they will produce and work on a programme of strategies designed to help the child understand and achieve appropriate behaviour. In this respect the Essex County Document "Promoting Positive Behaviour" is an invaluable resource. Outside agencies may also become involved, e.g. Educational Psychologist, Inclusion Partner.

Use of Physical Contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, this may include:

- To comfort a pupil in distress (*appropriate to their age and individual specific needs identified through a risk assessment*);
- To direct a pupil;
- For curricular reasons (*for example in PE, Music, Drama etc*);
- In an emergency, to avert danger to the pupil or others;

The guidance produced by the Department for Education (July 2013) Use of reasonable force - Advice for headteachers, staff and governing bodies (DfE, 2016) states that:
"Schools **should not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil or prevent them taking action needed to prevent a pupil causing harm."

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The child's age and level of understanding;
- The child's individual needs and history;

- The location where the contact takes place (ideally it should not take place in private without others present).

When might you use physical contact?

As a result, we do not have a 'no contact' approach at Buttsbury Primary School and staff may choose to use touch with children for a variety of reasons but, in general terms, they would normally do so for comfort, reward or guidance. It should be acknowledged that some children will not want to be touched. This should be respected.

How might our staff use physical contact?

- To reassure and comfort children
- Hugging
- Hand-Holding
- Lap-sitting (dependent on child's age and individual needs)

Use of reasonable force and restrictive intervention (restraint)

Who can use reasonable force?

- All members of Buttsbury Primary School staff have a legal power to use reasonable force

When can reasonable force be used by Buttsbury Primary School staff?

- Reasonable force can be used to prevent pupils from harming 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.

Buttsbury Primary School staff can use reasonable force to:

This list is not exhaustive and provides examples of where reasonable can and cannot be used – this is also taken from DfE guidance:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a child from behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a child from leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a child from attacking a member of staff or another pupil, or to stop a fight in the playground;
- Restrain a child at risk of harming themselves through physical outbursts.

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the child's parent or carer (see appendix 2 for a Record of Incident requiring Physical Intervention form)

Reasonable force should only be used to avoid harm to the child or other person and where all other strategies have been considered or attempted.

Short term managed exclusions (Lunchtimes)

Children whose behaviour at lunchtimes is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases parents/carers will always be notified prior to this arrangement taking place. In most cases before this is actioned the school will recommend a managed timetable at lunchtimes, whereby the child will remain in school but have limited access to the playground and/or an increased adult supervision.

Suspension (Fixed-term exclusion)

A child may be suspended on disciplinary grounds. A child may be suspended for one or more fixed periods. As a school we have behaviour expectations and clear sanctions for those children that do not comply with these. When the Headteacher deems a suspension is appropriate, such behaviour will be a serious breach to the school's behaviour policy and/or pose a serious risk to others. The decision will always be lawful, reasonable and fair. The Trust Board and the Local Authority would be made aware of any such suspensions.

Permanent exclusion

This will be a last resort and will be used in response to serious or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. The decision to permanently exclude a pupil will be lawful, reasonable and fair. The Trust Board and the Local Authority would be made aware of any such exclusions.

Working Together

The success of this policy depends on the partnership and mutual support between staff, parents, children and trustees. Concerns about behaviour may be raised at any time and dialogue between parents and teachers is essential. Teachers aim to keep parents fully informed over concerns they have about their child's behaviour.

Links to the Curriculum and other school policies

The PSHE and Citizenship curriculum:

The school policies and schemes of work for PSHE and Citizenship contain elements that relate to the Behaviour and Discipline Policy. The National Curriculum non-statutory guidance for PSHE and Citizenship establishes four areas for development within a curriculum framework;

- developing children's confidence and sense of responsibility;
- preparing children to play an active role as citizens;
- developing a healthier and safer lifestyle;
- developing good relationships and respecting the differences between people.

Race Equality Policy:

The Race Equality Policy sets out how the school promotes Race Equality and respect for people of all races and cultures. It also includes procedures for dealing with racist behaviour that may be encountered in school.

Communication, Monitoring and Review

This policy is available for parents to read and for them to comment on. Pupils are made aware of the expectations of the policy at an appropriate level by staff as part of the day to day expectations and responsibilities of school life. The policy is monitored by all staff and trustees.

Policy Date: Autumn Term 2025

Review Date: Autumn Term 2026

Appendix A - Buttsbury Rewards System – Reception/Key Stage One

Reward	Reward	Reward	Reward	Reward	Reward
Dojos	Star of the Week	Merits	Good Manners Award	Reading Award	Out of School Success
Dojos are instant rewards for good behaviour. Each child is assigned a special character which they can see on the class interactive whiteboard. When they are awarded a dojo, the teacher can click on their character and the number beside the character will go up. Each class has a class target to reach which is decided by the class teacher. If the class reach that target, they will have a class reward, such as five minutes 'Golden Time' or an extra story time.	A 'Star of the Week' is awarded, by the class teacher/support staff, to a child who has demonstrated the Four Rights through their behaviour. Buttsbury's Four Rights are displayed in every room to promote sensible behaviour. The goal is for every child to be selected as 'Star of the Week' across the year.	Children mark off their merits in their classroom. They are then awarded with their merit certificate and a leaf in Friday's Celebration Assembly. The child then takes their leaf to be displayed on the Buttsbury Tree in the main corridor. 10 = Bronze 25 = Silver 50 = Gold 100 = Platinum	This is awarded, to one child, weekly in Friday's Celebration Assembly.	Children receive a sticker to encourage regular reading.	Outside of school achievements are celebrated during our Friday morning assembly.
Action	Action	Action	Action	Action	Action
Children displaying polite behaviour to others; focus and attention in class; courtesy to adults (holding doors etc); kindness or helpfulness to others.	Children demonstrate the Four Rights through their behaviour	Where a child has exceeded expectations in their work (this can be written work or verbally) the merit system is used.	Children are nominated for showing Good Manners. One child is selected each week.	Reception: Certificates are given for milestones – 25, 50, 75 etc. Year One and Year Two: Every time a child reads six times, they will receive a sticker from their teacher.	Parents can send in trophies or certificates or write a note in their child's communication diary.
Reward given by any member of staff	Reward given by class teacher/support staff	Reward given by class teacher/support staff	Reward recommendation given by any member of staff	Class teacher/support staff monitor reading and give stickers/certificates out	Parents send information in to the school

Please note that, in addition to the above rewards, staff may hand out other stickers at their discretion – in addition to any dojos.

Appendix B - Buttsbury Rewards System – Key Stage Two

Reward	Reward	Reward	Reward	Reward	Reward
Top Table	House Points	Merits	Writer, Reader, Times Table Rockstar, Mathematician of the Week	Rainbow Awards	Headteacher Award
Children get to choose a friend and have lunch at 12pm with the Headteacher. Lunch is served to them at the special table. The reason for their nomination is read out in assembly.	Children are given house points to accumulate as part of a House team. The team with the most points each week is announced in assembly and the winning House each half term have 20 minutes extra playtime.	Merits are awarded each fortnight in the Friday Celebration Assembly for excellent effort in class work. Three Merits per class are selected each fortnight.	Awarded each fortnight in the Friday Celebration Assembly for excellence demonstrated in Reading, Writing or Maths. One Award per class and per Maths set.	Children are given stickers to accumulate 3 per colour of the rainbow. When they reach 3 they are awarded a Rainbow colour reward and it is awarded in the Friday Celebration Assembly.	Awarded in an assembly by the Headteacher with a note sent home to the child's parents to explain why the award has been received.
Action	Action	Action	Action	Action	Action
Children making healthy choices at lunchtime with their meals. Children supporting other children to play and join in with games.	Children displaying polite behaviour to others; focus and attention in class; courtesy to adults (holding doors etc); kindness or helpfulness to others. Children demonstrating effort in their work and homework.	Children showing exceptional effort or improvement in their class work.	Children show exceptional effort or improvement in Reading, Writing or Maths.	Children who are placed on the 'Recognition Board' at any point during the week, will receive a Rainbow Sticker at the end of the week.	Demonstration of exceptional commitment to a cause or activity showing the child has gone above and beyond normal expectations.
Reward nominations made by Midday Assistants	Reward given by any member of staff	Reward selected by teachers. Nominations for Merits can be suggested by TAs and Sports Coaches	Reward selected by teachers. Nominations for rewards can be suggested by TAs	Reward given by teachers. Nominations for rewards can be suggested by children, TAs and Sports Coaches.	Nominations made by members of staff to the Headteacher.

Rainbow Rewards – Violet – Certificate, Indigo – Badge, Blue – Merit Card, Green – Pencil, Yellow – Rubber, Orange – Extra Play, Red – Non Uniform Day

N.B. Some classes may also have additional reward systems that are run by their teachers in the classroom for example, 'Star of the Day' or 'Table of the Day'

Appendix C

Consequences Chart

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Action	Action	Action	Action	Action
Interrupting the lesson Not on task Distracting others Dropping litter Not allowing others to join in games Not handing in homework (KS2) Calling out in class Not listening to the teacher Being unkind Making unnecessary noises, gestures or actions	Persistent Stage 1 misbehaviour Being disrespectful Not accepting instructions Not completing homework tasks (KS2) Pushing in line Swinging on chairs Disrespectful language to another child Making fun of other children deliberately Retaliation either verbal or physical Misuse of toilets or cloakrooms Play fighting	Persistent Stage 2 misbehaviour Spreading hurtful rumours Telling lies Swearing Minor deliberate damage to another child's or school property Refusal to follow an adult's request (after first warning) Malicious poking, pushing or prodding Leaving room/playground without permission	Persistent Stage 3 misbehaviour Stealing Verbal abuse Loss of temper Physical violence Significant deliberate damage to another child's or school property Serious challenge to authority	Persistent Stage 4 misbehaviour Vandalism Physical violence resulting in injury e.g. bruise. Leaving the school site without permission.
Consequence	Consequence	Consequence	Consequence	Consequence
Non-verbal warning Reminder of the Four Rights Verbal warning (private where possible)	'Time Out' outside the classroom Two minute loss of break/lunch/end of day (Time out) One-to-One conversation with class teacher Referral to Homework Club (KS2)	Two minute loss of break/lunch/ end of day (Time out) Year group leader informed Teacher will meet/call parent/carer to informally discuss child's behaviour Behaviour logged on CPOMS	Referral to Headteacher Teacher and Year Group Leader to meet formally with parent/carer to discuss child's behaviour	Headteacher will meet formally with parent/carer to discuss child's actions and how best to meet the child's needs Lunchtime exclusion Fixed Term suspension Permanent exclusion
An apology is an expectation from all children				

Appendix D

Behaviour Management Steps

	Steps	Actions
1	Reminder	A reminder of Four Rights – Respect, Safe, Learn, Kindness – delivered privately if possible. Repeat reminders if reasonable adjustments are necessary. Take the initiative to keep things at this stage.
2	Caution	A clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase ‘Think carefully about your next step.’
3	Last Chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 Second Script. Say ‘You will need to stay behind after class for two minutes.’*
4	Time out	Time out should be 5 minutes (timed carefully by the class teacher) just outside the classroom door. It is time for the child to calm down, look at the situation from a different perspective and compose themselves. It is imperative that NO ONE who walks past, asks the child why they are outside the classroom.
5	Repair	This could be a quick chat at break time or a more formal meeting.

* The two minutes is owed when the child reaches this step, it is not part of any future negotiation on behaviour. It cannot be removed, reduced or substituted.

Appendix E

Microscripts

Seven Assertive Sentence Steps to get you off on the right foot –

- 1) You need to (speak to me at the side of the room)
- 2) I need to see you (following the agreed routine)
- 3) I expect (to see your table immaculately tidy in the next two minutes)
- 4) I know you will (help Kyra clean the pen off her face)
- 5) Thank you for (letting go of her hair, let's walk and talk)
- 6) I have heard what you said, now you must (collect your things calmly and move to the thinking spot)
- 7) We will (have a better day tomorrow).

Seven Juicy Bits of Script

- 1) You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen I'll leave you to make your decision.
- 2) Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- 3) I don't like your behaviour at the moment. It is disruptive, damaging, and dangerous. I don't like your behaviour but I believe that you can be a success.
- 4) I am not leaving, I care about what happens. You are going to be brilliant.
- 5) What do you think were the poor choices that caught my attention?
- 6) What do you think you could do to avoid this happening in the next lesson?
- 7) Darrell, it's not like you to (kick doors, shout out).

A 30 Second Script

- I noticed that you are (having trouble getting started/struggling to get going/wandering around the classroom)
- This means that you are breaking one of the Three Rights (the other children can't learn, are not safe, the teacher is not being shown respect)
- You have chosen to (sit on your own, catch up with your work at break time)
- Do you remember last week when you (arrived on time every day/got a Merit/Rainbow Award)?
- That is who I need to see today.
- Thank you for listening.

Staff member to walk away to give the child 'take up' time – ignore any secondary behaviours.

The Restorative Five

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?

Have the questions available and select five to use as appropriate.

Appendix F – Record of Incident requiring Physical Intervention form

Record of Incident requiring Physical Intervention form

Pupil Name:	
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Location of Incident:	

D.O.B:	
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Date and time of Incident:	

Reporting Member of Staff:	
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Justification for physical intervention: <i>(tick all that apply)</i>	Predicted harm prevented by physical intervention: <i>(e.g. bruising to peers, lacerations, destruction of computer, 20 mins of geography lost for 15 pupils etc.)</i>
To prevent harm to self	<input type="checkbox"/>
To prevent harm to other children	<input type="checkbox"/>
To prevent harm to adults	<input type="checkbox"/>
To prevent damage to property	<input type="checkbox"/>
To prevent loss of learning (see plan)	<input type="checkbox"/>

Incident Form / Book Completed	Y/N
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Medical Treatment / Injuries	Y/N
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Damage to Property	Y/N
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Name(s) of any staff witness:	Name(s) of any pupil witness:

Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:

Unresolved harm / details of damage to property (costs and details of harm to property and people including medical intervention:

Triggers:
Additional factors:

Management:	Comments:	
How was the incident resolved?		
What were the consequences? Protective and Educational		
Has student reparation / de-brief taken place?	Y/N	
Has a staff de-brief taken place?	Y/N	
Has the Risk Management Plan been reviewed or updated?	Y/N	
Was there Police involvement?	Y/N	
Has there been Internal Exclusion / FTEX / PEX?	Y/N	

**Primary de-escalation techniques used
(please state order in which they were used)**

Verbal advice and support		Offering services of other staff	
Calm talking		Informing of consequences	
Distraction		Taking non-threatening body position	
Reassurance		De-escalation script	
Humour		Clear instruction / warning	
Negotiation		Withdrawal from activity	
Offering choices and options		Diversion	

Number	Description of how technique was employed
1	
2	
3	
4	
5	

Restraint techniques including sequence of techniques, time and staff involved:

Time	Technique	Shape	Staff name
Duration of restraint		Duration of whole incident:	

Is there any physical mark or harm caused by the use of the physical intervention?	Y/N	Details:
Has the pupil indicated that this was caused by the use of the physical intervention?	Y/N	Actions: <input type="checkbox"/> <input type="checkbox"/>
Has the incident been reported to the Children Safeguarding Team (Local Authority Designated Officer)	Y/N	Details:

Incident reporting and monitoring	
Incident reported to: Head Teacher by:	
Parents / Carer informed by:	@
Student wellbeing verified by:	@
Staff wellbeing verified by:	@
Incident form completed by:	@

Verification of account of incident:		
Staff name	Staff signature	Date

Reporting staff name:	Signature:
Headteacher:	Signature:
Written confirmation to parent/carer sent: (Appendix G)	

Appendix G – Letter to parent/carer

Dear *(parent/carer)*

Further to our earlier conversation, I am writing to confirm our discussion about the incident in school today. As discussed, it was deemed necessary to use a physical intervention with *(child's name)*. You will be aware that such an intervention is used in our school only as a last resort, where other interventions and de-escalation techniques have not been effective in reducing the harmful behaviour. As shared with you, it was felt by staff involved that, on this occasion, it was absolutely a necessary and appropriate response to *(child's name)* behaviour at the time in order to keep them and everyone else safe.

As I explained, the detail of this incident is available in school and forms part of *(child's)* records. If you would like to discuss this matter further, please feel free to contact me and I would be happy to meet with you.

Or..

It is important that we continue to work together, going forward. I would like to invite you to a meeting to *write/review* a risk management plan for *(pupil)* and I can share more detail about the recent incident with you.

Yours sincerely