



Part of Brighter Futures Educational Trust

SCHOOL BEHAVIOUR POLICY

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V1.1	November 2024	New Policy replacing policies 22, 44, 45 & 46
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1. Therapeutic Thinking

Staff will at all times expect all pupils behaviour to be socially appropriate and acceptable and acceptable in the following ways:

- Follow adult instruction as they are there to support you with your learning and wellbeing
- Respect each other's feelings through what we say and do
- Keep hands, feet, objects, and hurtful remarks to ourselves
- Remain in supervised areas and walk when inside the building
- Look after the building and all that is in it, try to share and respect ownership of property
- Be polite to others and do not use inappropriate language.
- Speak and listen to adults and accept that although they are valued, adults are in control and will ultimately make decisions.

2. Supporting and Understanding Pupil Behaviour

It is important that all staff recognise that there is often an underlying reason for a pupil who displays challenging behaviour. Staff will always work with pupils, parents and, where appropriate other professionals, to identify the causes/reasons for the behaviour and seek to put strategies in place to support pupils. In some situations, the use of sanctions may be appropriate to support pupils to behave appropriately and learn acceptable behaviours. This enables them to access the learning environment in a positive way. A graded approach to the use of sanctions, clearly explained to the pupils and used consistently throughout the school. Such strategies may include:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support
- Social Stories and clear and consistent boundaries
- Time Away - timed and supervised by staff in designated time-out areas. Pupils may be supported to reflect on their actions during this time. A designated room/ area may be used as a consequence for more serious incidents or for fixed period internal exclusion.
- Behaviour Support Plan/ Sensory Support Plan - for pupils requiring ongoing planned support
- Physical intervention.

Rewards for positive behaviour can include, but is not limited to:

- Creating positive choices/options
- Positive reward systems/ charts
- Jobs/Monitors/Areas of responsibility and verbal praise
- Free association activities
- Half termly prize draws, end of term reward trips (dependent on behaviour and attendance)

3. Rewards System and Consequences

At Larwood we work on a points system where there are 20 points available each day -100 points per week. Points are allocated for:

- Appropriate social behaviour
- Appropriate levels of endeavour and effort

Appropriate achievement and contribution to tasks and expectations. Pupils have to gain an average of 65% for the week to access a Friday reward trip. Students choose from a list of a wide range of fun, sporting, recreational and enjoyable activities and must be satisfied with any of their choices when the activities are allocated. Students with a hoody or coloured shirt have first choice.

Week by week, points gained continue to be aggregated and the pupils will, in Friday assembly, receive a bronze, silver, gold or platinum medal in recognition of gaining 1000, 2000, 3000 and 3500 points.

Whenever a pupil does not achieve the 65+ total i.e. 64 points or less, they do not gain access to the reward activities. Instead, they will be required to attend the Behaviour Suite where they will be expected to complete work set out for them and reflect upon their behaviour and set targets for the next week.

Reflection on Behaviour

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise (restorative justice). Staff will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions:

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learned so as to make a different choice next time?

Consequences for Behaviour can take the form of the following:

- Completing tasks at playtimes "catch up". Loss of adult attention
- Detentions during playtimes or after school. We inform parents, although this is not a requirement-See Behaviour and Discipline in Schools Jan 2016
- Limited access to outside space, not being picked for privileges and duties
- Escorted in social situations or loss of choosing play
- Assisting with repairs if damage was caused
- Differentiated activity space
- Restorative meetings with class/ form teacher or a member of SLT
- An expectation that they will tidy up any disorder caused by their own destructive or damaging behaviour
- Completing tasks later i.e. break, lunchtime.
- Time Away - Space and time to reflect
- Working with an alternative group and not having the privilege to travel on school transport

- Completing learning in the Behaviour Suite

Internal Exclusion From:

- class
- eating with others
- trips and rewards – This will only be the case if the pupil behaviour is too dangerous
- Detentions in school and after school

See also consequences ladder and Trust behaviour policy for external exclusions

Plan interventions based on the therapeutic continuum and the link is established between conduct disorders and mental health and wellbeing:

All interventions are based on the individual's needs. We offer a range of interventions that include but are not limited to the following:

Internal:

- Lego therapy
- Sand tray therapy
- Brain gym
- Theraplay
- Physical intervention with the PE teacher
- Sensory room/ sensory breaks
- Roots and Fruits
- Cooking
- Meaningful conversations
- Coaching
- Animal assisted therapy
- AMO
- Therapeutic Art

External:

- Therapeutic interventions
- Mental health support team - on site
- Butterfly room
- Speech and language therapy

All our pupils arrive at Larwood School with an EHCP, which means that they all have different levels of needs: academically, emotionally, socially, physical, or sensory needs and from a safeguarding perspective. Children causing concern (CCC) pupils are identified in consultation with staff teams and during reflection sessions. Their individual needs are discussed and by implementing meaningful conversations we look to monitor the impact weekly within CCC. These pupils are also discussed at SLT level on a Friday morning (Executive Headteacher (DDSL), Head of School (LDL), Assistant Headteacher (DDSL), SEN & Mental Health Lead (DDSL), Family support workers (DDSLs) and the behaviour support team lead (BSTL), where factors such as child protection (CP), points, incidents, time out of

sessions, attendance, external agency support etc. are discussed to inform decisions made to ensure the individual is successful at Larwood.

We use a range of de-escalation techniques to disempower behaviour:

Focus is always on trying to prevent escalation and return the individual to baseline behaviour. We use a variety of techniques that include but are not limited to the following:

- Positive phrasing and limited choice
- Direct statements
- Hurdle help
- Proximity
- Limited choice
- De-escalation script (staff are expected to start with some part of the script **when interacting** with a pupil)

All responses to detrimental behaviour include a learning element and we respond to such behaviour with positive consequences instead of punishment, which can be both protective and educational. A typical educational consequence could be a pupil completing their work in their own time or during an afterschool session i.e., a pupil that has refused to complete work in class on a number of occasions, would be given the opportunity to complete their work during playtime. If this is not effective, arrangements would be made with parents/carers for an afterschool session whereby the pupil will need to complete the work they missed. A protective consequence could be a pupil being escorted around school, during playtime or having lunch in a smaller group such as CUB

4. Discipline

We promote the development of internal discipline and gradually replace external discipline:

At Larwood our main whole school focus is on consistency. We aim to use the de-escalation script unfailingly by starting with at least some part of the script when dealing with an individual in crisis. Our well-established staff maintain high levels of expectations, consistent consequences, and a fair approach to ensure pupils develop mentally and emotionally in order for them to self-regulate their actions.

We plan and offer differentiation based on the inclusion circles and encourage positive responses to valued behaviour:

A well-established, consistent differentiation system is in place and well established. Pupils have the opportunity to choose which challenge they want to complete, but at times class teams will choose on pupil's behalf if they feel the individual is capable or not challenging themselves at the correct level. Not only do we celebrate pupils achieving the points target of 65% with a Friday activity, we also celebrate top achievers with first option when choosing these activities and trips such as end of term trips, 'Kids Day Out', fishing etc.

We have also adopted a new behaviour curriculum, whereby the focus is on teaching positive behaviours through:

- Emotional regulation skills
- Social skills development
- Positive behaviour management
- Integration and application
- Transition and future planning
- Personal development.

We use anxiety analysis, therapeutic tree and risk assessments/ reduction plans to predict and prevent escalation and use differentiated responses to conscious and subconscious behaviours (this all forms part of the Therapeutic Thinking Toolkit):

5. De-escalation Techniques

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6. Dealing with Disruptive Behaviour

Staff dealing with a pupil becoming disruptive in the classroom, or activity, who has not responded to the behaviour support techniques used by staff to de-escalate the situation, may request that the child takes time away from class accompanied by an adult in a safe space.

If the child cooperates and walks themselves to the identified area the following steps should be taken by the most appropriate adult present:

- follow the child to the allocated space/room
- acknowledge the child's cooperation by praising them for taking time away
- use the de-escalation script or parts of it. Ask them if they need time for reflection or if they are ready to talk now (if the child requests time give it to them) The key is not to get involved through conversation- "GIVE THEM SPACE AND TIME"
- when the child is ready, conduct a debrief, aiming to help children reflect, connect emotions and behaviour, and look at next steps to be able to repair and restore any damage (Physical, Environmental and Emotional)
- reintegrate the child back into class

Staff call for back fill if the teacher or TA needs time out of class or support if it is a more urgent matter. When calling for assistance they should state: their name, location, situation, and the assistance required. The adult with the child, (primarily the classroom assistant) should continue to use their behaviour management skills with the aim of de-escalating the situation and re-engage the pupil.

The aim is to give the child space and time and to re-engage them in their learning, it is important your language remains positive. Ideally no more than one child should be out of class at a time, if more than one is out, they should not be left unsupervised and additional support could be requested.

Records must be kept by the class team of any pupils taking time away from the classroom. This data will be collated, and the information used to determine if there are any patterns or strategies to optimise the time the child can be in the classroom or if alternative interventions might be necessary. A child with high levels of time away from class would be identified within the weekly CCC meetings.

Proactive responses of the Behaviour Support Team

Through the evaluation of data and incident records pupils will be identified within the weekly CCC meetings and possible interventions would be put in place as identified by the team.

These interventions may include:

- Targeted support in the classroom at specific times.
- Buddy/key worker time with specific children.
- Managed time in one-to-one tuition.
- Small group work in key areas such as Social and Emotional development.
- Subject related intervention programmes
- Targeted behaviour programmes or individualised timetables
- Meaningful conversations
- Other interventions evident in our SEMH offer

The usefulness of these interventions will be monitored through the time out of class logs, points, RPI's and incident records and pupil progress information. Data in these areas will be collated on a daily and or weekly basis and reported to The Board of Trustees behaviour sub-committee termly

We have no public methods of tracking behaviour that risk creating negative feelings and we have adopted private levels of praise

Not all our pupils prefer to receive public recognition for positive behaviour/ points. Some students have the option of going to POD during assemblies to avoid public humiliation. Positive language is always used consistently by staff and although it is not always possible to avoid incidents whilst in public, staff are trained to deal with such situations in a structured, efficient, and effective way to avoid embarrassment. In the case where STEP-on physical intervention such as escorting need to be used, it is our aim to keep it to keep it as short and over the shortest distance possible and to release the pupil to ensure they have their own safe space.

Reflect, repair, and restore (RRR)

This is a process whereby pupils involved in an incident have the opportunity to speak to an adult regarding an incident they were involved in and when they are back to baseline behaviour.

We have structured reflect, repair, and restore for difficult behaviours. All staff involved in an incident are responsible for the RRR process. This may include a structured conversation, completion of the Therapeutic Tree, anxiety analysis, comic strips, restorative justice session with the victim or apology to peers/staff. Pupils are reminded that once an incident is dealt with and the RRR process is complete (including consequences) that it will be a fresh start. Staff also share outcomes and incidents during reflection sessions on a Monday, Wednesday, and Thursday.

7. Acceptable forms of Physical Intervention

“Physical intervention” (PI) is the term used to describe contact between staff and pupils where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or physical intervention (PI) with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil’s individual needs. There are occasions when staff may have cause to have physical intervention (PI) with pupils:

- To comfort a pupil in distress (so long as this is appropriate to their age)
- To gently direct a pupil
- For curricular reasons (for example in PE, Drama, etc.)
- First aid and medical treatment
- In an emergency to avert danger to the pupil or pupils
- In rare circumstances when Restrictive Physical Intervention is warranted (See Below)

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil’s permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch

than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil.

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child. In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- The pupil's age and level of understanding
- The pupil's individual characteristics and history
- The duration of contact
- The location where the contact takes place (it should not take place in private without others present)

Physical contact must never be used as a punishment, or to inflict pain. All forms of corporal punishment are prohibited. Physical contact shall not be made with the pupil's neck, breasts, abdomen, genital area, or any other sensitive body areas, or to put pressure on joints. It must not become a habit between a member of staff and a particular pupil. Physical intervention should be in the pupil's best interest and should only be used with an awareness of the need to differentiate the attachment to staff from the attachment to key adults such as parents and siblings.

8. Safer Working Practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/trust behaviour policy and Safer Recruitment Consortium Document

9. Definition of 'Restrictive Physical Intervention'

Restrictive Physical Intervention (RPI) is the term used to describe interventions where the use of force to control a person's behaviour is employed using bodily contact. It refers to any instance in which a teacher or other adult authorised by the Headteacher has a duty to use "reasonable force" to control or restrain pupils in circumstances that meet the following legally defined criteria.

10. Principles of Restraint Reduction and Elimination

Larwood is working towards being restraint free:

The aim of Larwood School is to create a safe environment where all pupils can feel secure and safe without possible exposure to Restrictive Physical Intervention (RPI). Our data shows that there has been a drastic decrease in static restraints over a number of academic years and ideally, we would like to eliminate the use of RPI's. The cohort of pupils and their differentiated and sometimes complex needs dictate the need for physical intervention. We only justify a restraint when pupils are at risk of the following:

- To prevent a criminal offence
- To prevent or stop serious damage to property
- To prevent harm to themselves or others

There is no legal definition of "reasonable force". However, there are two relevant considerations:

- The use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of Restrictive Physical Intervention also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion, use of locked doors or changes to a pupil's environment. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

Legal defence for the use of force is based on evidence that the action taken was:

- Reasonable, proportionate, and necessary
- In the best interest of the young person

This document takes into account [DfE Guidance on Restrictive interventions, including use of reasonable force, in schools April 2026](#)

11. Restrictive Physical Interventions

When the use of Restrictive Physical Interventions may be Appropriate:

Restrictive Physical Interventions may be used when all other strategies have failed, and therefore only as a last resort. All staff should focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. However, there are other situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a short period- there must be clear indicators of hurt to themselves or others. Severe damage to property or anything that is unlawful.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

The following restrictive physical holds/ escort/ interventions are prohibited at Larwood School:

- Any hold that increased the risk of hyper-flexion
- Basket holds
- Prone and supine holds
- Shield to elevated/ground hold
- Shield escort
- Seated holds (some staff are still qualified but we do not train new staff to use this method)
- Holds requiring kneeling or seated on the floor
- Dangerous wrist and neck grabs
- Dangerous clothing, hair, and bite responses

Staff training for any foreseeable RPI or restraint:

All practitioners have a current Therapeutic Thinking certificate for any RPI skills they are using supported by training grids and all practitioners have received supervision or refresher for the RPI or restraint skills they need within the last 12 months. We also offer regular behaviour data updates and offer behaviour training at regular intervals. Staff are also encouraged to ask for supervision at any time such as after school should they feel the need to top-up/refresh their skills. Currently we have five trainers at Larwood School

Pupils at risk:

Any child that has been involved in a RPI has to have a completed a Therapeutic Tree, Anxiety analysis and Individual risk assessment plan. We aim to identify such pupils beforehand through having discussions with class teams, during reflection sessions or during CCC meetings. In cases where we can identify these pupils, and we plan (full audit of need) on what interventions will best fit the pupil in crisis. The adult involved in the RPI completes all risk assessment plans and a timescale for review added to the plan. We use the Therapeutic Thinking toolkit to complete the above-mentioned forms.

12. Supervision and Governance

We have six trained Therapeutic Thinking tutors:

- Pierre van der Merwe - Executive Headteacher
- Joe Scales - DHT Larwood CBC Site
- Adiba Hanam - Teacher Larwood CBC Site
- Todd Baines - DHT Larwood Stevenage Site
- Nicholas Sheldon AHT Larwood Stevenage Site
- Kerry Ann Paul - HLTA Larwood Stevenage Site

We have supervision with a Therapeutic Thinking advisor at the start of each academic year and behaviour data including incidents, time out of sessions, top achievers, Restraint and RPI's, positive behaviour development are reported to the board of Trustees at the Standards Committee meetings.

13. Consequences Ladder

TYPE OF BEHAVIOUR	POSSIBLE CONSEQUENCES
LEAVING SUPERVISION AT PLAYTIME	<ul style="list-style-type: none"> No off site (Friday) activities for the week Reflection and Indoor play Removal of outdoor play on a Monday as soon as it happens (for the rest of that week) Specific escorting around the building if level requires
LEAVING SUPERVISION AT LUNCHTIME	<ul style="list-style-type: none"> As above but removal of (nearest) outside play which could be the next day Specific escorting/ supervision around the building if level requires
LEAVING CLASS WITHOUT PERMISSION	<ul style="list-style-type: none"> Class teacher "catch up" - Indoor play
REFUSAL TO WORK	<ul style="list-style-type: none"> Class teacher "catch up session" to complete any outstanding work and then return to play May have Thursday after school catch up for work completion - arranged by teacher with parent in advance and recorded on behaviour watch
DAMAGE TO PROPERTY	<ul style="list-style-type: none"> Consequence to make good damage Restriction of use of damaged items where appropriate e.g.: only use chromebook under supervision in class, not using for recreation etc. Bill sent home Close supervision around building or higher level of observation in class Any serious damage to be recorded as an incident on Behaviour watch and result in the pupil spending time in the Behaviour Suite
HARMFUL SEXUALISED BEHAVIOUR / LANGUAGE	<ul style="list-style-type: none"> Removal from circulation to gain understanding of awareness of the noise or gesture made. If intentional and understood Behaviour Suite as a protective consequence for peers If not intentional or understood Behaviour Suite as an educational consequence to ensure it is understood and not repeated CPOMS and contact home
VIOLENCE TO ADULTS	<ul style="list-style-type: none"> No off-site activity on Friday of that week Event reflected in personal allowance Behaviour Suite based immediately after the incident. If it is at

OR PUPILS	<p>the end of the day, the individual will start off in the Behaviour Suite at the start of the next day. The time spent in Behaviour Suite will depend on the severity of the incident and agreed by SLT</p> <ul style="list-style-type: none"> • Repeated behaviour - referral to Police
<p>Behaviour Suite</p> <ul style="list-style-type: none"> • Offences of fighting, serious damage to property, absconding off site or violence to others (students or staff) results in a period of time in the Behaviour Suite (relative to the offence and agreed by SLT) • Racist or homophobic language • Harmful Sexualised Behaviour • One off excessive incidents should be brought to the attention of SLT so they can determine if an internal or external exclusion is required 	
<p>Behaviours that result in children not earning their points (not an exhaustive list)</p> <ul style="list-style-type: none"> • Incorrect uniform • Swearing • Attempting to access inappropriate content on the internet (1st offence = week long chrome book ban, 2nd offence half term ban) • Racist or homophobic language 	

14. Recording on Behaviour Watch

All staff will be allocated a BEHAVIOUR WATCH username and password on arrival and will be given an allocated time with a member of SLT to familiarise themselves with the system as part of their induction. New staff will be provided with support from their colleagues as they become proficient with using the system.

Ongoing feedback and training on record of incidents will be provided to ensure that all members of staff are carrying out a very high level standard of reporting.

Staff will be expected to record incidents within 24hrs of the incident occurring (ideally on the day before leaving), however if the incident has led to a RPI (Restrictive Physical Intervention), then all related documentation and BEHAVIOUR WATCH entries must be completed before they leave at the end of the school day. Support staff, where possible, will be provided with short breaks after a large incident to access a laptop or computer to complete the BEHAVIOUR WATCH entry and also, where possible an opportunity to complete the Hertfordshire RPI book. Alternatively, staff may use reflection time at the end of the day to ensure all incidents are recorded and up to date.

15. Incidents and other Recordings

It is expected that on a daily basis staff will have to utilise any number of Behaviour management strategies as outlined in the Trust Behaviour Policy and this Larwood School Behaviour Procedures to defuse and deal with persistent or challenging behaviour, on many occasions this will not always require an incident to be recorded. However, behaviour which

leads to greater intervention, concerns for a child's safety or that of others, assistance from the Behaviour Support Team, SLT

(Senior leadership Team), Use of Physical Intervention or RPI's all need to be recorded.

Contact logs, first aid and time out of sessions are also recorded on Behaviour Watch. Please note that the timeout of sessions that are recorded on BW can also include Restrictive Physical Interventions (inclusive of escorting) if the individual was removed from class but then took their own space.

16. Incident Referencing

All incidents are recorded on a live feed to behaviour watch. If you record an incident as a RPI, reference should be made to the book number and the page numbers it was recorded in. The following day a log number will be generated which must be added to the RPI book.

17. Recording an Incident on Behaviour Watch

There are no limitations of the number of characters you can use in the description box but incident recording must be factual, accurate and to the point (it could be used for legal purposes)

Step one: state who, specific location and specific action of the pupil – use initials or first name and first letter of surname:

Lewis W(LW) swore during the maths lesson, threw a book on the floor and tipped up a table.

Step two: state your specific actions relating to Behaviour Management techniques i.e.:

Proximity, reminders of expectations, hurdle help offered but rejected

Step three: describe any responses to your actions by the child i.e.:

LW became more agitated, refused to cooperate, and continued swearing. He was asked to take time away in the library, which he did.

If behaviour escalates to a restraint explain at this point the type of hold you used, how long and give justification to your actions: be specific who was involved i.e.:

In the library LW threw a chair at the door then tried to kick the computer screen. MM placed him in lone worker hold for 5 min to prevent severe damage to property.

Complete the drop down box stating adult, type and duration of physical intervention. If multiple interventions are required (PI or RPI) use the green + to add each additional intervention.

Full example:

LW swore, threw a book on the floor and tipped up a table during our maths lesson. MM used proximity, gave reminders of expectations, hurdle help offered but rejected. LW became more agitated, refused to cooperate and continued swearing. He was asked to take time away in the library, which he did. In the library, LW threw a chair at the door then tried to kick the computer screen. MM placed him in a lone worker hold for 5 min to prevent severe damage to property.

Step four: Tick the inform others button and choose the staff that were involved in the incident to add their comments. Once they receive a message, they can add to the comment box: ALWAYS START FOLLOW UP COMMENT WITH YOUR INITIALS AND DATE give a brief review of outcomes and how the incident was resolved or how you left it including details, if they re-engaged, who conducted RRR and any outline of the agreed plan i.e.:

MM 06.01.12 Lewis W (LW) explained that he was upset, couldn't do his maths and became angry/ agitated. He said that he may cope better if he was given easier task to do (inform the class team) He further agreed to put his hand up in future. Class teams were notified he was ready to return to class. He re-joined the group and completed his maths at playtime as a consequence.

Please note that RRR is extremely important, just like the rest of the document. This is where you explain detail what the outcomes were and what intervention will be put in place in order for avoid similar future incidents.

When you have completed your part and someone else completed the RRR, you would need to refer it for a follow up i.e. MM 06.01.12 Jen, as you took LW after the incident to your office can you please complete the follow up section with details thanks.

ALL INCIDENTS ARE TO BE LEFT OPEN AND THE ASSISTANT HEAD (BEHAVIOUR LEAD) WHO WILL CROSS REFERENCE ALL PAPERWORK AND SIGN OFF THESE INCIDENTS.

Please note that this is a live feed and information added or adjusted will show it being edited by that person, including date, time of editing and what was changed, and an email will be sent automatically to the person that originally recorded the incident.

18. Reporting Incidents to the Senior Leadership Team(SLT)

SLT are to be informed of major incidents involving violence, any pupils removing themselves from supervision outside of the school building/absconding and all Physical Restraints as soon as possible after or during the event.