**Behaviour management**

**Policy**

My Choice School recognises the importance of creating a learning environment in which students feel secure, valued and listened to. We emphasise the need to develop and maintain relationships with our students based on mutual respect. Our students are encouraged to take ownership of their learning environment and their education and to take pride in their work and their efforts and to recognise the work and efforts of others. We endeavour to fully support the emotional and behavioural needs of our students in order to ensure an environment conducive to constructive learning.

My Choice School works with parent / carers of each student and we consider it to be good practice to work closely with their care teams at My Choice Children’s Homes and other providers in order to best meet the needs of each student. My Choice School behaviour policy mirrors the care and behaviour management policy of My Choice Children’s Homes and also has regards to **DfE guidance Behaviour and Discipline in Schools – advice for teachers and school staff (July 2016),** in order to maintaincontinuity for students and all staff who support students in our school.

All staff need to have a clear understanding of professional and personal boundaries which are effective when working with our students in small groups or individually. Part of developing practice for staff is forming and maintaining relationships with all students based on mutual respect. A further part of working with all young people is being able to reinforce effective control that is based on good practice. My Choice School’s aim is to always operate schools in a manner that promotes the welfare, safety and needs of both the young people we care for and staff.

We also take into account the disordered attachments that many of our students present with and base our behaviour management and strategy development on the principles of working with disordered attachment as take into account the NICE guidelines on Children’s attachment: attachment in children and young people who are adopted from care, in care or at high risk of going into care.

The following is a list of measures or strategies which may be used in our school to create a stable and caring environment.

*Control* and *discipline* are not viewed as appropriate terms when working with young people. The following are alternative terms and phrases that My Choice aim to use. It is imperative that the staff team do not hold the view that we ‘discipline’ young people. The aim of My Choice is to work with young people to develop self-esteem, confidence and independence skills to enable the individual to achieve their best potential.

The following are also to be applied in conjunction with each individual young person’s risk assessments and IEP.

**Staff setting clear boundaries**.

These boundaries need to be agreed as a team and reviewed regularly in team meetings and individual staff supervision sessions. The Headteacher is responsible for ensuring boundaries are in place and maintained at the school; the Head of Education and Headteacher ensure all boundaries are regularly reviewed and updated. The setting and agreeing of boundaries begins when the young person is first placed in order to ensure they are clear about what is expected in the school and boundaries are reinforced throughout the day to day interactions. This can include what is and is not acceptable (verbal abuse, physical abuse), the use of offensive and inappropriate language, respecting other young people and staff members and respecting the school and contents, including the classroom and grounds. It is important that the young people work with the staff, teachers and Headteacher when reviewing boundaries. The young people registered at My Choice School will have experienced difficulties in this area; it is therefore important to remain mindful that it will take time for a young person to settle into the school and maintain the boundaries set by the staff team. The staff team in the homes will reiterate the boundaries daily for the young people and we also expect parents to support school boundaries. They can also be provided in written form and discussed in registration sessions, student - teacher meetings and as part of the school day e.g. lunchtimes.

**Staff setting clear expectations**

It is important that our students are aware of what is expected of them, that expectations are linked with and reinforced by the boundaries set within the home and school. It is important that all staff have the same expectations and support each other to maintain standards.

**The school providing clear written routines of the school including times and expectations of attending school.** It is important that the school team agree and regularly review the structure or daily routine within the school and share this with the parent / carers. This needs to be displayed in the office and adhered to by staff. A copy should be given to the young people or displayed in classrooms. This will create consistencies and security of expectation.

**Challenging the use of inappropriate language**

It is important that all staff within the school challenge the young people if inappropriate language is used. This includes swearing and all forms of discriminatory language. This forms the basis of long term work with the young person in order to reduce inappropriate language and provide alternatives for the student. PSHE sessions are used to education students about the consequences of inappropriate language, about what constitutes inappropriate language (including the use of slang, street language) and where necessary will provide alternative words and phrases for students so that they may express themselves in a more appropriate way.

On occasion the Community Police Liaison Officer may be used to deliver sessions on the legal implications of using homophobic, racist or sexually aggressive language in order to educate and advise students about the impact of their language on themselves and on others.

**Challenging young people if engaging in bullying behaviour towards others.**

Staff must challenge bulling directly. Teachers and TAs will also address the issue individually with the young person and parents are expected to also address the issue at home. Bullying in any form is not acceptable within the school and reference is made to the Anti Bullying Policy. PSHE sessions are also used to discuss bullying behaviour, including the use of language whether the intention is to bully or not.

**The team and Headteacher agreeing consequences of behaviour which result in damage to the school environment and verbal or physical aggression. This will be on an individual basis and relating to each students age and understanding.**

Sanctions may be applied if there is consistent intentional damage to the school environment. If a student damages a small item (e.g. mug, plate or book) the expectation is that the student should replace the item however reparation is preferred and financial sanctions are not compulsory. It is more important that the young person understands that items cost money and that inconvenience to others is caused when damages occur. .If a larger item is damaged (e.g. furniture, computer or an appliance) the My Choice Maintenance Manager will provide a costing for the repair and inform the Headteacher. A sum may then be agreed between the parent / carer Headteacher for a fixed amount that needs to be repaid by the student. Consequences must be relevant to the student and should not exist purely in financial form; reparation is encouraged and preferred to help the young person understand consequences to their actions. If the intentional damage is regular and the cost significant the Police may be informed. It is not the intention of My Choice to criminalise the young people, however there is a need for appropriate consequences regarding individual actions. Consequences of behaviour and appropriate actions taken will also be discussed with the student’s social worker, parents and carers. The Head of Education must be informed of any incidents, sanctions and police involvement.

Acts of physical aggression and assaults on peers or on staff are not tolerated and police involvement will be necessary.

Mediation is encouraged and supported, between students and between staff and students in order to repair and reflect. Restorative Justice is a valuable approach and will be used at all times.

Behaviour management commences at the start of the school day with setting the tone and with maintaining basic school expectations, students are expected to arrive at school with the following expectations maintained:

* Uniform will be worn at school; this can be the school sweatshirt, or polo shirt. Students may wear their own clothes with these, such as jeans, sweatpants, leggings, trainers, trousers, skirts however the clothing must be appropriate. Parents and carers are expected to maintain these standards and students will not be permitted to regularly attend school without wearing an item of school uniform.
* My Choice School provides school uniform to all students regardless of their LAC status or family circumstances. Students who are not in uniform may not be permitted to be at school unless exceptional circumstances have been discussed and agreed with the Head of Education and Headteacher, for example if new students are awaiting arrival of their uniform or if the wearing of uniform is a target to work towards for students.
* Mobile phones and music devices will not be permitted to create a disturbance in class or in school. If parents wish their children to have mobile phones then these may be handed in to school staff at the start of the day and will be returned at the end of the day. Parents / carers must support the school’s intention to develop responsible phone use n students; if students can use their phones responsibly, with care and not be distracted then we enable that. We do recognise that phones are also the link for students with their significant others and are often used as a communication with staff (eg the showing of family photos or music). In an emergency students may use the school phone.
* Lighters and tobacco, cigarettes or other smoking materials must also be managed and students must have permission from their carers / parents. We recognise that many young people in care smoke and many of our students come to us as smokers. We do not wish for students to leave the school premises to smoke as this may increase their risk of exploitation and reduce their safety. Students who smoke should hand their smoking equipment in to staff or exercise full responsibility and will be permitted to smoke only on lesson breaks and in designated areas.
* Students must bring packed lunch which is balanced, sufficient and healthy. Students may bring in additional snacks. Fizzy drinks and energy drinks are not permitted.
* All students have an allocated teacher, an allocated classroom and an allocated desk. Each student has a supply of equipment for their own use in class and these may include any items which help them to focus and self soothe. Students are expected to follow the lessons on their timetable and work with their allocated teacher in their allocated space.
* Any student who is unable to follow the expectations will have opportunity to discuss their issues with staff and have time out or other individual strategies used to support them to engage. Any student who is unable to engage with the school day in an appropriate and safe manner and presents as a risk to selves and others, which has resulted in a serious incident or has the potential to result in a serious incident, may have to return home and the following will then apply:
* The home staff (or their parents) will be requested to discuss the incident with the student, talking through what has happened. This will have already been discussed with parents and carers by the school so they are fully aware of the difficulties that the student was experiencing. For students that are placed at My Choice Homes, a keyworker session will be held at home and this will be shared with the school. The school will book a Return To School interview for the next day; this will be attended by the student and staff from home or parent / carer. The Return To School meeting will be a reflection exercise for the student so that they can understand the steps to take for the next time and be reintegrated back into their class.
* If students are requested to return home then they will be provided with work or a task or a reparative activity to complete (such as writing a letter of reparation or engaging in a keywork session)

Sanctions may be applied when necessary and if they are felt to be effective.

All sanctions are to be agreed by the Headteacher and Head of Education and discussed with the Headteacher prior to application. Sanctions are not to be decided upon or enforced by any individual staff member. Sanctions are not to be applied during an incident where a staff member may be emotionally heightened. A more successful intervention is to work creatively with the young person following an incident where an appropriate response can be agreed by all.

All sanctions are recorded on the school sanction form and shared with the home, parents / carers.

All our students bring with them their own unique life and educational experiences and must be treated with respect and dignity.

The following are a list of sanctions that are absolutely inappropriate and forbidden to be used under any circumstances and if were used would be subject to disciplinary procedures:

* Any form of physical punishment or verbal abuse.
* Depriving a student of essential food, drink, a special toy or object.
* Any restriction to visits to or by the child (or denial of other forms of contacts) with parents, relatives and significant others.
* The use of or withholding medication or medical or dental treatments.
* The intentional deprivation of sleep.
* The imposition of fines without meaning
* Students must never be locked in their rooms.
* Restraint used as a punishment.
* Restricted access to school activities or educational visits unless safety is a concern due to challenging behaviours.
* Removal of rewards already earned.

It is policy that the use of force is not permitted, except in circumstances of self-defence or to prevent significant harm being caused to self or to others. Appropriate preventative measure will be permitted in these circumstances using the minimal forces required.

Placing Local Authorities and Parent/s (where appropriate) should be made aware of this policy before the young person is placed with My Choice.

My Choice Children’s Homes use TEAM TEACH method for physically intervening with young people who are at risk of harming themselves or others or in exceptional circumstances damages to property. TEAM TEACH is

“Training in positive handling strategies through a whole setting holistic approach to managing difficult, disturbing and sometimes dangerous behaviours”.

Examples of the aims of TEAM TEACH are as follows:

* TEAM TEACH employs a whole staff holistic approach with a follow up of the post repair, reflect and de-brief response for both staff and service users concerned. Emphasis is on being on “calm” communication and defusing skills that work best for specific individual concerned, acknowledged within the care, behaviour or education plans
* Physical responses are underpinned by values and principles that fit within a culture and ethos of positive educating care. There is an emphasis on individual human rights, responsibilities, choices and consequences
* Strategies are flexible and yet robust enough to make people feel free from fear, safe from harm
* The key message and approach of TEAM TEACH is that 95% or more of all incidents should be managed without recourse to physical interventions.
* The emphasis is on protecting and promoting positive relationships between staff and students.
* TEAM TEACH aims to work together with organisations to safe guard people and services, striving towards restrain free environments where all individuals are free from fear and safe from harm. Where people can all grow, evolve, learn and achieve their potential

Reference: [www.team-teach.co.uk](http://www.team-teach.co.uk/)

Alongside the aims of TEAM TEACH it is My Choice School’s intention for staff to develop and encourage good working relationships with the students. The aim is to avoid the need for confrontation by negotiating wherever possible. When incidents happen it is important that at an appropriate time the student is spoken to by staff and needs to accept responsibility and to either make good the damage through replacement, repair or loss of activity. In cases where violence occurs then additional levels of supervision may be required.

**Managing self-injurious behaviours**

Some of our students at My Choice School express their emotional distress through self injurious behaviours. The management of these behaviours and the emotional distress of students is individual to their needs and always in consultation with the team of professionals working with the student, including taking advice from therapeutic support professionals. The response to self injurious behaviours at school needs to be consistent, non emotive and needs to ensure that it does not contribute to the continuation of these behaviours through a subconscious reward. The following process is in place at My Choice School:

* All sharps are minimised, secured and risk assessed, the environment is made as safe as possible removing all known opportunity.
* If a student locks themselves into the toilet in distress and with a suspected intention of self injury then the staff supervising them will allow 5 minutes before knocking on the door and requesting that the student opens the door.
* All toilets are single cubicle and single gender.
* The phrase ‘we are concerned for your safety and you need to open the door’ will be used to avoid confusion. If the door is not open staff will say ‘we are opening the door’.
* On opening the door the welfare of the student will be checked; if they have self injured they will be taken to the quiet lounge in the diner portacabin which is the first aid /medical lounge where the injury will be assessed and appropriate first aid provided.
* The student will be provided with a drink and opportunity to talk; they will be expected to return to class after a 15 minute period. If they are unable to return to class and are unable to engage in alternatives provided then they will be considered to be unable to re engage with the remainder of the school day and they will be required to return home. Every opportunity will be given to re engage the student however their welfare and the welfare of others will be considered.
* When the student returns home they will be expected to have a keyworker session, incident reports will be completed by the school and the Return To School process will be initiated.

**Managing peer conflict**

All students will be introduced to the Conflict Analysis process which is used in classrooms to manage peer conflict. It is recognised that our students are frequently in conflict with each other as they are unable to manage their emotions and the complexity of their disordered attachment creates conflict and difficulties with interaction. Many of our students will create conflict in order to recreate the chaos and intensity that they are familiar with in their life experiences.

In any conflict the following stages will occur:

* The fuel
* The spark
* Smouldering
* Fanning the flames
* Stoking the fire
* The blaze

When conflict occurs in class the students will have the stages identified for them and their role in the conflict. They will be taught to recognise the stages for themselves so they can identify their role in conflict and others role in conflict. This will aid to extinguish conflicts before they escalate and will serve to provide a vocabulary for students to express themselves. All staff will use this Conflict Analysis to identify the behaviour of others and to identify their own behaviour, so they do not contribute to conflict in class and can manage themselves in order to manage others.

**Guidelines for behaviour management**

These guidelines are designed to assist staff in their daily interaction with the student being taught and cared for. It is important that all staff are aware of the expectations of the policies and use these guidelines.

These guidelines are designed to reinforce effective behaviour management that is based on good practice. These include personal relationships and professional relationships. The home and school needs to function in a manner that promotes the welfare, health and safety of both student and staff.

**Do:**

* Do be consistent.
* Do in any confrontational situations allow a ‘back door’ through which the child can take.
* Do when working with a student you do not know, consult with other staff.
* Do support your colleagues even if you disagree with their actions, unless dangerous or illegal. If unhappy with the situation speak to them later, when the student is not present (before the end of the school day). Any further concerns must be passed on to the Headteacher and the Head of Education.
* Do whenever possible, allow a cooling off period for the student before talking to them about the incident.
* Do be aware of where and what the students are doing at all times.
* Do as often as possible praise and reward good behaviour.
* Do refer to the school points system to remind the student of how well they are meeting expectations during the school day and be clear about what they need to do to continue to meet expectations
* Do impose fair sanctions that relate to the incident, do not go overboard, and if in doubt consult with your colleagues. Examples of sanctions that are permitted include reparation in the form of cleaning or tidying damages caused; loss of paid activity in the evening if school has not been attended for the whole day; loss of TV in bedrooms if school attendance is affected by late nights; paying a reasonable amount for the replacement of school equipment and resources if damaged intentionally.
* Do be clear about fixed periods for sanctions and the expected behaviours from the student that will result in removal of the sanction. All sanctions should be recorded on the sanction form and communicated to all staff.
* Do be aware if there are any sanctions that need to be carried through from the previous school day.
* Do identify any bullying and confront it.
* Do say NO when appropriate.
* Do accept that you can be wrong, make sure that you apologise when you need to.

**Don’t:**

* Don’t allow any situation to tie up the whole staff team, leaving students unsupervised.
* Don’t avoid facing a group with its responsibilities.
* Don’t rebuff attempts at relationship forming by any student.
* Don’t use sarcasm or cynicism as agents of control.

**Rewards and incentives**

My Choice School values the encouragement of engagement and positive behaviours through incentives and rewards. This is a preferred strategy and the use of sanction should be minimal and relevant. The school will devise a chart for each young person where the young person will receive reward for achieving targets specific to their development and progress. These charts and targets are reviewed regularly.

My Choice School uses a points system to monitor attendance and engagement in individual lessons and this points system will contribute to the reward chart. A standard 14 point minimum is used to measure engagement daily however this is negotiable with the Headteacher. Additional incentives and rewards are used throughout the school day and week, these are negotiated and agreed with each student and can include:

* Use of computer time at the end of each lesson period if classwork is completed
* Specific activities such as out of school visits and end of week choice of lunch if engagement has reached targets
* Horseriding or other physical activity if attendance has improved to specified targets
* Provision of specific rewards.

At the end of every term the student’s achievements are recognised and rewarded with certificates of achievement, presented to the student on a planned Certificate Day including a celebratory lunch. The end of every term is rewarded with an activity week where students plan with their teacher the individual or group activities they would like to participate in.

**Monitoring**

Students’ progress is monitored daily to ensure that incentives and strategies are appropriate and effective. The Headteacher and teacher monitor the record of points, incident reports, attendance register and lesson evaluations and daily engagement to identify patterns, triggers and alternative strategies. Timetables can be altered to support students who struggle with particular times of day. Appointments and schedules such as LAC reviews, contact visits, legal and medical appointments are known to affect student engagement and behaviour and these appointments and events are identified and supported through effective planning and communication between the care and school teams and alterations to timetables are made when necessary.

**Procedure**

1. Restraints should only be undertaken by trained members of staff and for the following reasons:
* A student is putting themselves at significant risk.
* A student is putting others at significant risk.
* Continued excessive damage to property.
1. After a restraint has taken place and the situation has calmed it is important to talk through what has happened with the student and check how they are. It is their right to see a registered nurse or medical practitioner within 24 hrs of the incident.
2. Remember it is the students right to always have their views listened to. They should be given the option to write their views down and sign and date them. These can be put together with the restraint form completed by staff on their file.
3. Any other students who have witnessed or been affected by incident also need the opportunity to be able to talk through things with a member of staff.
4. Staff should also have the opportunity to talk through the incident with the Headteacher and or Care Manager.
5. Staff on duty need to make agreement on what action is to be taken regarding incident and follow this through before the end of the school day. If a sanction is appropriate remember to take into account what would be appropriate to the incident.
6. When a restraint has taken place it is essential that all the information is recorded in the hardback Restraints Log Book. Information recorded will include the following details
* Name of child.
* The date.
* The time and location.
* Details of behaviour that led to restraint.
* The restraint used.
* The duration of the restraint.
* The name of the staff members using restraint.
* The name of any other staff, children or other people present.
* The effectiveness of the restraint and any consequences.
* Any injuries caused to or reported by the child or any other person.
* The signature of a person authorised by the Registered Person.
1. The incident forms, sanction forms and restraint forms must be photocopied and held in the Student File.
2. If a member of staff has been physically assaulted they need to consider whether they want to press charges and have police involvement. It is all staff members’ right to involve the police if they feel it is appropriate. The Headteacher, Care Manager, Operations Manager or On Call Manager should be made aware of this and all paper work faxed to head office (including events and notification form).
3. Following a restraint a risk assessment should be undertaken to look into preventative measures for repeat incidents happening in the future.
4. Staff meetings should always look at current difficulties and ways of addressing them taking into consideration the needs and backgrounds of the students.

**Policy Link:** My Choice Children’s Homes Care and Behaviour Management within the homes

**Restraint Referencing System**

* The school has a Restraint Log Book:
* Hard back book
* Pages in the log book must be numbered in advance of completing the log so no pages can be removed.
* The log is divided into columns with a consecutive number on each line running down the side of each page (i.e. 1-20 on a page1, then 21- 40 on page 3, 41 -60 on page 4 etc.).
* References are made up as follows

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| --- | --- | --- | --- | --- |
| *Example* | *Consecutive number obtained from the Restraint Log book* *(next available number)* | *Type of form/log (Restraint)* | *Young person initials (maximum of four characters)* | *Date of incident* |
| **Ref:** | **2** | **R** | **GP** | **12/10/15** |

* The Restraint Log should record the reference, and then the completed Restraint Form should show the reference at the top of the first page, this form should then be filed.

**Procedure- Sanctions**

1. Sanctions are only applied after discussion with the staff team and Headteacher.
2. Sanctions are not applied by an individual staff member.
3. Sanctions are not to be typed up during an incident or if the member of staff is emotionally involved.
4. Sanctions will be applied in agreement with Headteacher, care manager, parent / carer where appropriate and the young person’s social worker.
5. Sanctions/ consequences must be reviewed regularly in team meetings and individual supervision sessions and student IEP reviews.
6. The Headteacher can assess if the sanction is appropriate and will either agree or disagree to apply the sanction.
7. All sanctions are to be recorded on the sanction form; however when the sanction is presented to the Headteacher and the Headteacher does not agree the sanction will be removed.
8. When a sanction is agreed it will be logged in the log book (see restraint and incident referencing system)
9. It is important that the manager discusses sanctions applied with the student and their opinion / understanding is recorded.
10. The Headteacher will ensure that the care manager, parent /carer and social worker are informed of all sanctions applied within the school.

**Incident Referencing System**

* The school has an Incident Log Book:
* Hard back book
* Pages in the log book must be numbered in advance of completing the log so no pages can be removed.
* The log is divided into columns with a consecutive number on each line running down the side of each page (i.e. 1-20 on a page1, then 21- 40 on page 3, 41 -60 on page 4 etc.).
* References are made up as follows

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| *Example* | *Consecutive number obtained from the Restraint Log book* *(next available number)* | *Type of form/log (Incident)* | *Young person initials (maximum of four characters)* | *Date of incident* |
| **Ref:** | **2** | **I** | **GP** | **12/10/15** |

* The Incident Log should record the reference, and then the completed Incident Form should show the reference at the top of the first page, this form should then be filed.
* References are made up as follows

**Young Person Restraint**

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| --- | --- | --- | --- |
| **Young Person** |  | **Date of Birth** |  |
| **School** |  | **Date of Restraint** |  |
| **Date of Admission** |  | **Legal Status** |  |

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| --- | --- | --- | --- |
| **Time of Restraint** |  | **Young Person Age** |  |
| **Place of Restraint** |  |

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| --- | --- | --- | --- | --- |
| **Restraint Reference** | **Number** | **Restraint** | **YP** | **Date** |
|  | R |  |  |

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| **STAFF INVOLVED** |
| **Print Name** | **Staff Signature** |
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| **WITNESSES** |
| **Staff Witness****Print Name** | **Signature** | **Other Witness****Print Name** | **Signature** | **YP Witness****Print Name** | **Signature** |
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| **Events Leading up to Restraint:** Background information. De-escalation techniques used |
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| **Details of Physical Restraint:** Techniques used, single elbow escort, double elbow escort, wrap, the half shield, using a chair, time out. |
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| **Length of Restraint** |
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| **Events After Restraint:** including discussion held with young person. |
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| **If Appropriate, Notification of Any Other Party(s):** e.g. Social Worker | **Date** |
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| --- | --- | --- | --- |
|  | **Print Name** | **Sign Name** | **Date** |
| **Staff Member** |  |  |  |
| **Teacher** |  |  |  |
| **Headteacher** |  |  |  |

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| **Headteacher Comments** |
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**Student Incident** 

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| --- | --- | --- | --- |
| **Student** |  | **Date of Birth** |  |
| **Parent / Carer** |  | **Care order** |  |
| **Date of Admission** |  | **Year group** |  |

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| **Time of Incident** |  | **Date of Incident** |  |
| **Place of Incident** |  |

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| --- | --- | --- | --- | --- |
| **Incident Reference** | **Number** | **Incident** | **Initials** | **Date** |
|  | **I** |  |  |

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| --- |
| **Incident Details:**  |
| **Before:** |
|   |
| **During:** |
|   |
| **After:** |
|    |
| **Any injury reported by student** |
|   |

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| --- | --- | --- | --- |
| **Bullying** |   | **Damage to property** |   |
| **Racism** |   | **Substance misuse** |   |
| **Assault on peers** |   | **Sexualised language** |   |
| **Assault on staff** |   | **Sexualised behaviour** |   |

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| **Headteacher Comments including staff debrief and further actions** |
| *Identify triggers, showing insight and understanding for young person (historically and with the presenting situation)**Refer back to strategies, management plans, risk assessments; will these need to be reviewed?**Discussion with young person**What can be done differently?**All parties informed?**All forms signed and filed? Any related forms (restraint, room search, sanctions, etc)?**Police reference numbers?* |

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| --- | --- | --- | --- |
|  | **Print Name** | **Sign Name** | **Date** |
| **Staff**  |  |  |  |
| **Teacher** |  |  |  |
| **Headteacher** |   |   |   |

**Reviewed May 2019**

**Annual Review due June 2020**

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