



Behaviour & Statement of Behaviour Principles (including De-escalation & Physical Restraint) Policy

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1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all learners have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all learners
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010: advice for schools](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting learners with medical conditions at school](#)
- [Reducing the need for restraint and restrictive intervention](#)
- [Restraint Reduction Network Training Standards](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its learners
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate learners' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate learners' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Our Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The Cann Bridge Governing Board, believe that high expectations of behaviour lie at the heart of a successful school and enable children to make the best possible progress, developing each learners' communication and independence to prepare them to actively contribute to the wider world and leading to healthy and fulfilled lives. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour (including De-Escalation and Physical Restraint) Policy.

These principles are:

- A wide range of praise and rewards are utilised constantly to underpin the school's aspirational, learner focused, collaborative and progressive ethos, supporting children to 'Be Their Best, Be Kind, Be Friendly and Be Helpful'.
- All behaviour is viewed as a form of communication.
- Every learner, staff member and visitor has the right to feel safe, valued, respected and free from any form of discrimination.
- Staff and volunteers set an excellent example to learners at all times.
- Positive relationships provide the foundations of positive behaviour and attitudes to learning.
- Learners are supported to develop increasing independence, the skills to promote self-controlled positive behaviour and are helped to take responsibility for their actions.

- Personalised behaviour management strategies are built on trauma-informed and behaviourists approaches.
- The school work collaboratively with families to develop Behaviour Support Plans.
- Staff are supported in developing strategies with which to respond effectively and appropriately to escalating behaviour.
- Rewards, sanctions, de-escalation and reasonable force are used consistently by all staff.
- Approaches to behaviour are monitored.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

4. Cann Bridge pedagogy and approach to behaviour

At Cann Bridge School, our behaviour pedagogy is rooted in a set of guiding principles that shape our approach to behaviour management and create a positive learning environment for all our learners. These principles reflect our deep understanding of the intricate nature of behaviour and the importance of personalised strategies that consider the individual needs of our learners.

First and foremost, we view behaviour as a form of communication. Recognising that behaviour is often a means for learners to express their thoughts, feelings, and needs, we strive to understand the underlying messages and respond accordingly. By doing so, we foster an environment of empathy and support, where personalised behaviour management strategies are built upon trauma-informed and behaviourist approaches.

Behaviourist Approaches	Trauma Informed Approaches
<ul style="list-style-type: none"> • Focus on using rewards and sanctions to increase or decrease the frequency of a behaviour • See behaviour as being related to an immediate trigger (e.g. “the learner started distracting others because he was bored”) • Focus on treating all children and young people equally, regardless of need or circumstances • Be used repetitively and consistently until the behaviour is changed. 	<ul style="list-style-type: none"> • Place relationships and a child or young person’s sense of safety and security at the heart of classroom management • Encourage nurture, warmth and empathy, even when a child or young person is presenting with behaviours that feel challenging • Promote a sense of community and belonging • Take individual circumstances into account (there is a need for differentiation in behaviour)

As a trauma-informed school, our approach focuses on building a nurturing and caring ethos throughout the school. Recognising that behaviorist approaches may not be effective for all learners, especially those who have experienced trauma, the school emphasises the importance of relationships as the foundation for academic and overall well-being. Research shows that close and supportive teacher-student relationships can mitigate negative outcomes, self-regulation of emotions leads to better behaviour and academic success, and empathetic approaches to misbehavior improve relationships and reduce discipline problems. We prioritise secure and nurturing environments, as well as recognising, validating,

and attuning to the needs of students. Trauma-informed approaches aim to understand the underlying needs behind challenging behaviour rather than using rewards and consequences.

All teaching staff at Cann Bridge complete Crisis Prevention Institute (CPI) Safety Intervention™ training, which incorporates trauma-informed and person-centred approaches. With a focus on prevention, it also teaches staff de-escalation skills as well as non-restrictive and restrictive interventions. The CPI guiding philosophy is care, welfare, safety and security, which aligns with the school's pedagogy and approaches.

Central to our approach is the belief that positive relationships provide the foundation for positive behaviour and attitudes towards learning. We prioritise cultivating strong and respectful relationships between learners, staff, and visitors, ensuring that everyone feels safe, valued, and respected. Discrimination in any form is strictly prohibited, and we promote an inclusive environment where all learners, staff, and visitors are treated equitably.

Our dedicated staff and volunteers serve as exemplary role models for our learners, setting a high standard of behaviour at all times. They are committed to upholding our behaviour policy, which includes consistent use of rewards, sanctions, and reasonable force, always in alignment with the established guidelines. Ensuring that every staff member understands and implements the behaviour policy is a priority, creating a consistent and supportive learning environment for our learners.

Exclusion, as outlined in our exclusions policy, is seen as a last resort, and we follow specific processes for suspensions and exclusions when necessary. Our aim is to support learners in developing increasing independence, promoting self-controlled positive behaviour, and taking responsibility for their actions. We actively involve families in behaviour incidents, recognising the importance of strong partnerships between the school and home life. By collaboratively developing Behaviour Support Plans, we foster positive relationships and create a unified support system for our learners.

Recognising the complex nature of escalating behaviour, we provide ongoing support for our staff in learning effective and appropriate strategies to respond. Through continuous professional development, our staff are equipped with the tools and knowledge to address escalating behaviour in a proactive and compassionate manner.

At Cann Bridge School, our behaviour pedagogy reflects our commitment to creating a safe, inclusive, and supportive learning environment. By implementing our behaviour principles, we strive to empower our learners, foster positive relationships, and promote a culture of respect, responsibility, and personal growth.

5. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the learner)

6. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

At Cann Bridge School we educate learners about relationships, bullying, cyber-bullying, prejudice-based and discriminatory bullying throughout PSHE and RSHE curriculum. Annually we take part in Anti-Bullying Week and Online Safety Week. Any form of bullying identified are recorded, analysed and monitored using CPOMs and investigated and outcomes used to inform appropriate action to take using this policy as guidance in sections 7 & 8. Learners will receive support from trained Emotional Literacy Support Assistants that have been victims of bullying.

7. Roles and responsibilities

7.1 The governing board

The governing board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

7.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing board
- Giving due consideration to the school's statement of behaviour principles (appendix 1)
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of learners
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all learners to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the child protection and safeguarding policy to offer learners both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of learners are being disproportionately impacted by this policy (see section 13.1)

7.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for learners
- Establishing and maintaining clear boundaries of acceptable learner behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with learners
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular learners
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly using CPOMs or Low-Level Behaviour Tracking Sheets
- Challenging learners to meet the school's expectations
- Utilising the dedicated protected time for class and team de-brief and reviewing on practice

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

7.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy

- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

7.5 Learners

Learners will be made aware of the following behaviour culture:

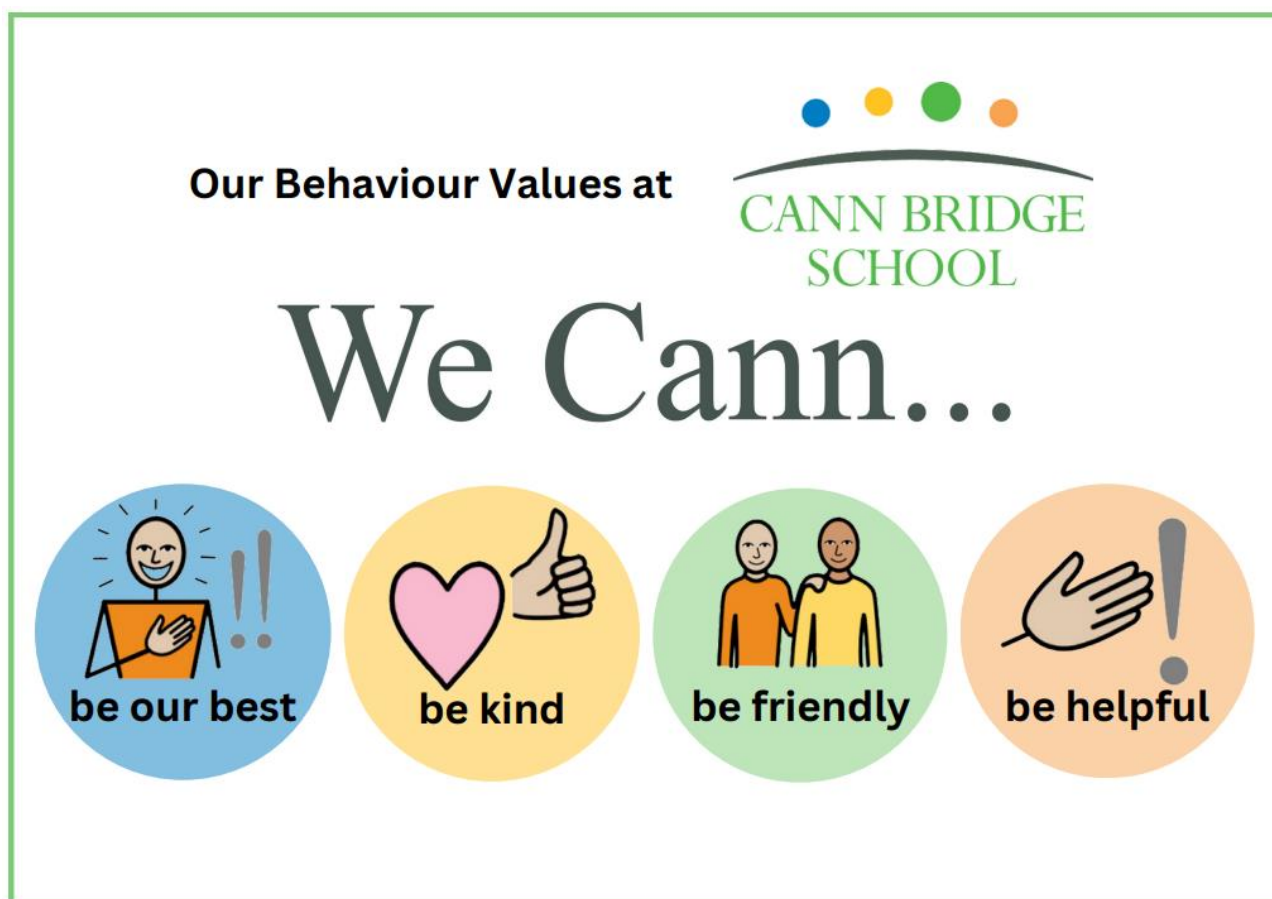
- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Learners will be supported to meet the behaviour standards.

Learners will be supported to develop an understanding of the school's behaviour policy and wider culture.

Learners will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

8. School behaviour curriculum



To help learners understand what is expected of them, we have incorporated four behaviour values into our Behaviour Policy, which are prominently displayed throughout the school building. This ensures that our Behaviour Policy is accessible to all our pupils, who have special educational needs and disabilities.

Here is the definition of each value:

Be kind: Demonstrating kindness involves showing empathy, compassion, and consideration towards others. We encourage learners to treat their peers, teachers, and staff with respect, understanding, and a willingness to lend a helping hand.

Be helpful: We encourage learners to actively seek opportunities to assist others, both academically and socially. Being helpful means being proactive, cooperative, and supportive in classrooms, extracurricular activities, and the overall school community.

Be our best: This value emphasises the importance of personal growth, continuous improvement, and striving for excellence. We encourage learners to give their best effort in all aspects of their education, including teaching and learning, character development, and personal goals.

Be friendly: Being friendly encompasses fostering positive relationships and promoting a welcoming environment. We encourage learners to be approachable, inclusive, and supportive of their peers. This value emphasises the importance of building strong interpersonal connections and creating a sense of belonging within the school community.

These values are essential in creating a positive and respectful school culture. We reinforce these values regularly through morning routines, assemblies, and by prominently displaying them within learning spaces. Our teachers actively role model these values during teaching and learning activities. We also highlight and celebrate instances where learners demonstrate these values through assemblies, house points, and praise.

By integrating these values into our Behaviour Policy and consistently reinforcing them, we aim to create a nurturing and inclusive environment that supports the holistic development of our pupils.

Learners are expected to:

- Show respect to members of staff and each other
- In class, make it possible for all learners to learn
- Treat the school buildings and school property with respect
- Wherever possible, wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all learners can meet behavioural expectations in the curriculum. As a specialist school, we recognise that these expectations are not always achievable but through our values, we are aspirational through ongoing modelling and curriculum delivery that learners develop these skills and knowledge through our behaviour management practices.

8.1 Mobile phones

Learners are not allowed to have mobile phones with them on-site. Learners who bring a mobile phone to school should hand this into the school reception at the beginning of the school day and collect it at the end of the day. The school will not be liable in case of loss or damage.

9. Responding to behaviour

9.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages learners to be engaged
- Display the behaviour values
- Develop a positive relationship with learners, which may include:
 - Greeting learners in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

9.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a learner is in need of help or protection. At Cann Bridge School we recognise behaviour as a form of communication.

We will consider whether a learner's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

9.3 Responding to good behaviour

When a learner's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call or written correspondence
- Wow Certificates
- We Cann Awards
- House Points

9.4 Responding to misbehaviour

When a learner's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so learners know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases as outlined in learner's behaviour support plans.

All learners will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a learner to help them to meet behaviour standards in the future.

The school may use 1 or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Loss of privileges – for instance, the loss of a prized responsibility
- Referring the learner to a senior member of staff
- Letter or phone call home to parents
- Removal of the learner from the classroom
- Suspension
- Permanent exclusions, in the most serious of circumstances

Personal circumstances of the learner will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness, and whether a behaviourism or trauma approach should be taken.

9.5 Breakout Room/Safespace

Many learners require a quiet space with minimal distractions to take a break from a situation. It is crucial to teach learners strategies to request time out, as it empowers them to regulate their own behaviour. By having the ability to ask for time out, learners can begin to develop self-regulation skills.

At Cann Bridge, each classroom is equipped with a breakout room or Safespace©, as well as an outdoor area. For learners whose behaviour is currently or potentially escalating, these spaces provide the safest environment to support them and reduce the risk of harm to themselves or others.

In cases where a staff member needs to assist a learner in using the breakout room for safety reasons, it is essential to record these instances to monitor seclusion. This process ensures the well-being of the learner and others involved. The class team will then collaborate to enhance the individual learner's understanding of how to request "time out" as a positive response to their anxiety.

9.6 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with learners. All members of staff have the power to use reasonable force, in the following circumstances, to prevent a learner from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force 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 on CPOMS and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the learner, including SEND, mental health needs or medical conditions.

Planned interventions, when staff employ planned and agreed approaches to challenging behaviour, will be informed by a risk assessment and set out in a Behaviour Support Plan. It is expected that any learner requiring planned intervention will be subject to a process of assessment and support.

Unplanned interventions require professional judgement and may be exercised in difficult situations, often requiring split-second decisions in response to unforeseen events or incidents. Any response must be reasonable, proportionate and use the minimum force necessary in order to prevent injury and maintain safety.

Wherever possible, physical restraint will be carried out by trained staff. Staff recognise that there are potential risks in all physical restraints and are taught to only use a physical restraint they are trained in; they are trained to use these safely and as a last resort.

Following an incident involving physical restraint, parents/carers will be informed and the incident recorded on CPOMS. Incidents will be reviewed and staff and learner welfare addressed through de-briefing and regular reviewing of their personalised Behaviour Support Plan.

9.7 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (listed in section 3) found in a learner's possession as a result of a search will be confiscated. These items will not be returned to the learner.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to learners after discussion with senior leaders and parents, if appropriate.

Searching a learner

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the learner, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the learner can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the learner; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept using CPOMS.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher or designated safeguarding lead (or deputy) who may have more information about the learner. During this time the learner will be supervised and kept away from other learners.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the learner is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the learner has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other learners. The search will only take place on the school premises or where the member of staff has lawful control or charge of the learner, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other learners or staff at risk
- Consider whether the search would pose a safeguarding risk to the learner
- Explain to the learner why they are being searched
- Explain to the learner what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the learner the opportunity to ask questions

- Seek the learner's co-operation

If the learner refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher and/or the designated safeguarding lead (or deputy), to try and determine why the learner is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the learner. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the learner harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a learner's outer clothing, pockets, possessions, trays/lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching learners' possessions

Possessions means any items that the learner has or appears to have control of, including:

- Desks
- Lockers/Trays
- Bags

A learner's possessions can be searched for any item if the learner agrees to the search. If the learner does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a learner's possessions when the learner and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a learner was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the learner may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the [Police and Criminal Evidence Act 1984 \(PACE\) Code C](#).

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the learner's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first, including contacting parents/carers.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the learner(s) involved. Staff retain a duty of care to the learner involved and should advocate for learner wellbeing at all times.

Communication and record-keeping

Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the learner's parents to inform them that the police are going to strip search the learner before strip search takes place, and ask them if they would like to come into school to act as the learner's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The learner's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present

For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the learner, except in urgent cases where there is risk of serious harm to the learner or others.

One of these must be the appropriate adult, except if:

- The learner explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, **and**
- The appropriate adult agrees

If this is the case, a record will be made of the learner's decision and it will be recorded by the appropriate adult using CPOMS.

No more than 2 people other than the learner and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:

- Act to safeguard the rights, entitlement and welfare of the learner
- Not be a police officer or otherwise associated with the police

- Not be the headteacher
- Be of the same sex as the learner, unless the learner specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the learner specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the learner could be seen by anyone else.

Care after a strip search

After any strip search, the learner will be given appropriate support, irrespective of whether any suspected item is found. The learner will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the learner may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any learner(s) who have been strip searched more than once and/or groups of learners who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

9.8 Off-site misbehaviour

Sanctions may be applied where a learner has misbehaved off-site when representing the school. This means misbehaviour when the learner is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a learner of our school

Sanctions may also be applied where a learner has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another learner or member of staff
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member (e.g. on a school-organised trip).

9.9 Online misbehaviour

The school can issue behaviour sanctions to learners for online misbehaviour when:

- It poses a threat or causes harm to another learner or member of staff
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The learner is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the learner is under the lawful control of a staff member.

9.10 Suspected criminal behaviour

If a learner is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher or designated safeguarding lead (deputy) will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

9.11 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Learners are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information.

9.12 Malicious allegations

Where a learner makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

Where a learner makes an allegation of sexual violence or sexual harassment against another learner and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the learner in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider

whether the learner who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and learners accused of misconduct.

Please refer to our child protection and safeguarding policy and dealing with allegations of abuse against staff statement for more information on responding to allegations of abuse against staff or other learners.

10. Serious sanctions

10.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the learner from the classroom for a limited time.

Learners who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal as an intervention will only be used in response to serious misbehaviour. Staff will only remove learners from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the learner is being unreasonably disruptive
- Maintain the safety of all learners and members of staff
- Allow the disruptive learner to continue their learning in a managed environment
- Allow the disruptive learner to regain calm in a safe space

Learners who have been removed from the classroom are supervised by their class team or a team of staff and will be removed for one week. All cases will be reviewed weekly until it is deemed the learner is ready to return to the classroom.

Learners will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Learners should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a learner successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for learners who are frequently removed from class, such as:

- Use of teaching assistants
- Long term behaviour plans
- Multi-agency assessment
- Interim EHCP Annual Review

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the learner with their behaviour support plan and CPOMS.

10.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

11. Responding to misbehaviour from learners with SEND

11.1 Recognising the impact of SEND on behaviour

All learners at Cann Bridge School have a special education needs and/or disability (SEND). The school recognises that learners' behaviour may be impacted by a SEND. Children and young people have a wide range of individual needs which change over time. As such, children and young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our approach will be effective for the majority of children and young people at Cann Bridge School, some children and young people will require extra support in order for us to ensure an equitable school environment.

When incidents of misbehaviour arise, we will consider them in relation to a learner's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a learner's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from learners, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled learner caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of learners with SEND ([Children and Families Act 2014](#))
- If a learner has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the learner concerned.

At Cann Bridge School our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a learner with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a learner with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a learner with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of breakout spaces (safe spaces) where learners can regulate their emotions during a moment of sensory overload (records kept)
- Personalised timetables

11.2 Adapting sanctions for learners with SEND

When considering a behavioural sanction for a learner with SEND, the school will take into account:

- Whether the learner was unable to understand the rule or instruction?
- Whether the learner was unable to act differently at the time as a result of their SEND?
- Whether the learner is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the learner for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

11.3 Considering whether a learner displaying challenging behaviour may have unidentified SEND

School staff may evaluate a learner who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a learner, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

11.4 Learners with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a learner with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

12. Supporting learners following a sanction

Following a sanction, the school will consider strategies to help learners to understand how to improve their behaviour and meet the expectations of the school, and/or review the learners Behaviour Support Plan.

13. Learner transition

13.1 Inducting incoming learners

Where suitable and possible, the school will support incoming learners to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

13.2 Preparing outgoing learners for transition

To ensure a smooth transition to the next year, learners have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to learner behaviour issues may be transferred to relevant staff at the start of the term or year.

14. Training

As part of their induction process, our teaching staff are provided with regular training on managing behaviour, including training on:

- CPI Safety Intervention Foundation - initial two-day course in this training which is then refreshed as per the guidelines laid down by CPI.
- The proper use of restraint
- Trauma informed practice
- The needs of the learners at the school
- How SEND and mental health needs impact behaviour
- This behaviour policy

Behaviour management will also form part of continuing professional development.

A staff training log is kept centrally by the school.

The school has Crisis Prevention Institute (CPI) Safety Intervention™ Foundation — Working with Children and Young People includes Verbal Intervention™ trained trainers.

15. Monitoring arrangements

15.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, learners, parent/carers, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every yearly by the headteacher.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of learners are identified by this analysis, the school will review its policies to tackle it.

15.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the headteacher and full governing board.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusions policy
- Child protection and safeguarding policy
- Child-on-child abuse policy
- Intimate care and positive touch policy
- PSHE/RSHE policy

17. Additional information for staff

- CPI Safety Intervention Foundation Participation Workbook
- CPI Participant Training Programme Supplement

Appendix 1: Written Statement of Behaviour Principles

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The Cann Bridge Governing Board, believe that high expectations of behaviour lie at the heart of a successful school and enable children to make the best possible progress, developing each learners' communication and independence to prepare them to actively contribute to the wider world and leading to healthy and fulfilled lives. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour (including De-Escalation and Physical Restraint) Policy.

These principles are:

- A wide range of praise and rewards are utilised constantly to underpin the school's aspirational, learner focused, collaborative and progressive ethos, supporting children to 'Be Their Best, Be Kind, Be Friendly and Be Helpful'.
- All behaviour is viewed as a form of communication.
- Every learner, staff member and visitor has the right to feel safe, valued, respected and free from any form of discrimination.
- Staff and volunteers set an excellent example to learners at all times.
- Positive relationships provide the foundations of positive behaviour and attitudes to learning.
- Learners are supported to develop increasing independence, the skills to promote self-controlled positive behaviour and are helped to take responsibility for their actions.
- Personalised behaviour management strategies are built on trauma-informed and behaviourists approaches.
- The school work collaboratively with families to develop Behaviour Support Plans.
- Staff are supported in developing strategies with which to respond effectively and appropriately to escalating behaviour.
- Rewards, sanctions, de-escalation and reasonable force are used consistently by all staff.
- Approaches to behaviour are monitored.
- The Suspension and Permanent Exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 2: Behaviour Support Plans

Positive Behaviour support plans follow PBS functional behaviour assessment and are reviewed in an ongoing way as part of the behaviour monitoring plan and fully by staff on a yearly basis during a training day.

The Process for Positive Behaviour Support:

Step one

- a) Observing and recording sheet
- b) Identifying the behaviour and the function of behaviour recording sheet.

Step two

- a) Identify the behaviour of focus for the Positive Behaviour Support Plan
- b) Behaviour Support Plan
- c) Risk assessment
- d) Behaviour monitoring

Guidelines

- Parents will be fully consulted about positive behaviour support plans. Behaviour programmes should be openly discussed, documented and reported on.
- Measurement of progress is very important (Charts in section 7).
- Behaviour programmes should be formulated with input from all possible/appropriate contributors, e.g. clinical psychology team, Medical consultants etc.
- Where possible behaviour programmes should be discussed with, and understood by, the learner (See section 5).
- Appropriate, positive behaviour is rewarded as often as possible in order to counterbalance and break into a cycle of negative behaviour. It is important to use whatever a learner finds rewarding to reinforce positive behaviour.

Developing the Positive Behaviour Support Plan

It is important that prior to attempting to change any behaviours that staff have a thorough understanding of the behaviour; when does it occur, what is the function of the behaviour and what does the learner expect as a result of the behaviour.

Step One

Gathering Information

Guidelines to using ABCS CHART to gather Information

1. A: Antecedent

What is happening before the behaviour is seen? Is the behaviour triggered by someone or by an event?

Possible triggers include:

- The availability of something the child wants.
- The approach of something the child dislikes or fears.
- The occurrence of something the child associates with a particular outcome.
- Events occurring at a different point in time to that expected or usual.

2. B: Behaviour

Describe the behaviour seen. Describe this fully and accurately. At this point it is important not to be judgemental but simply to provide this description. At this point you are not speculating on the behaviour just logging information.

3. **C: Consequence**

What follows the behaviour – in particular the consequences for the child. The results will influence the likelihood of behaviour recurring: if the results are pleasant for the child, they will ‘reward’ the behaviour and will be likely to recur. Types of results include:

- Positive results; the action results in pleasant consequences for the child, so the behaviour is likely to recur.
- Negative results: such as the withholding of attention or of a desired reward – so that the behaviour is less likely to recur.
- Social results: e.g. the child gains attention or comfort – or succeeds in avoiding unwanted social contact.
- Sensory results: the child gains sensory pleasure – or avoids sensory overload.
- Material results: the child gains food, drink, or a desired object.
- Occupational results: the child gets to do a desired activity – or to escape an unwanted activity

4. **S: Setting**

Where did the behaviour occur?

This may be environmental or physical; environmental is obviously the physical setting, while physical more specific to the child and will be influenced by things other than the environment.

Environmental setting conditions include:

- Physical aspects of the child’s environment (e.g. temperature, space)
- The social interactions and relationships within that environment
- The activities which the child is doing
- Personal setting conditions include:
 - The child’s physical well-being
 - The child’s psychological state.....the child’s thoughts and moods

Identifying the function of the behaviour. (Functional Behaviour Analysis)

Using the information gathered from the ABCS data, all those who know the child or who have observed the behaviour should consider the function, or functions of the behaviour. By understanding the function of behaviour staff are able to think about how we can support students to change inappropriate behaviour to more acceptable and appropriate behaviour. Functional Behaviour Analysis looks at what the behaviour accomplishes for the learner rather than effect of behaviour on other learners. Staff can use the Function of Behaviour sheet in the appendix to identify and discuss the behaviour observed.

What is the likely function of the behaviour? Is it a physical need, sensory need or sensitivity, avoidance (person or task), attention seeking, lack of understanding, a difficulty with a transition, need to regain self - esteem or control.

Before we consider any intervention, we need to understand why the behaviour is occurring (through FBA) in order to inform the intervention because this will need to fulfil the function the inappropriate or negative behaviour is fulfilling.

In order to do so it is important to ask questions about the behaviour as we seek to find what the learner is gaining from engaging in the behaviour:

- What is gained by the learner when engaging in the behaviour?
 - Is it attention seeking?

- If so for what purpose, what sort of attention?
 - Is it self-stimulatory?
 - Does the behaviour have a sensory function?
 - Is it demand avoidance?
 - Is it person avoidance?
 - Is the child trying to communicate something?
 - Is the learner trying to obtain something?
- What can we create which will develop an appropriate replacement behaviour?
Remember decreasing the behaviour should not be foremost in our mind, rather what behaviour can be increased so the present interfering behaviour is made *irrelevant and/or ineffective* in fulfilling the function.

Step Two

Positive Behaviour Support Plan

a) Establish the collaborative team to discuss the behaviour to be addressed.

When a learner's behaviour in school is thought to need a Behaviour Support Plan, the following people may be informed and consulted with:

- Parents/carers
- members of staff working with the learner
- the headteacher and senior management team
- the educational psychologist and/or clinical psychology team
- any other relevant professionals

b) Write out a Positive Behaviour Support Plan

Using the observations made in ABCS and the hypothesis made about the function of the behaviour, discuss strategies which may help reduce the behaviour and increase a positive behaviour in its place.

The Positive Behaviour Support Plan follows a PBS format and the learner's traffic light/engagement profile and/or sensory integration profile should also assist in identifying activities which might help reduce anxiety.

Guidelines for filling in the positive behaviour support plan

Staff are informed during PBS training who can help them identify positive behaviour support strategies which may support learners.

Learners at Cann Bridge School are encouraged to use quiet spaces to calm, and staff should support learners to have positive experiences in these spaces and support the learners to request calm spaces or activities when they experience anxiety and progress to defensive behaviours.

If possible, we seek to involve the learner in the process of positive behaviour support so that the learner can begin to self-manage behaviour; to do this it is important to set behaviour targets specific for the learner, for example a learner may use PECS to request a calming activity or a quiet place.

c) Write a Learner Risk Assessment

If there is an issue of potential Risk Behaviour it is necessary to complete a risk assessment, see blank example in the appendix.

During PBS Training the staff are trained in the application of on-going risk assessment in relation to learner behaviour. As a result staff will monitor changing and escalating behaviour and respond appropriately according to their training. If staff need to apply an emergency physical intervention, as a last resort, they are trained in how to risk assess and use low, medium and high levels of hold; always

aiming to reduce the level of hold when safely possible. *Holds and disengagement techniques are used only as a last resort where the risk of not using them outweighs the risk of using them.*

d) Monitoring Behaviour

All positive behaviour support programmes should be monitored carefully and regularly. The recording sheets contained in the Appendices should be used.

Where emergency physical intervention has taken place staff will complete the incident of physical intervention record. These documents are countersigned by senior management and all incidents are reported to the Governors on a termly basis.

e) Post Incident Management (Debriefing/resolution)

Following an incident where physical intervention has been employed, both staff and learners should be given separate opportunities to talk about what happened in calm and safe environment. Staff will be debriefed either by their line manager, a member of the senior management team, or the school nurse and this will be done when all those involved have recovered their composure. The debriefing process is designed to discover exactly what happened and the effects on the participants. They are not used to apportion blame or punish those involved.

f) Physical Interventions, Reporting & Recording

Physical restraint may be needed in high risk situations to protect learners and others if the behaviour that occurs has potential risk to their safety or the safety of others.

The PBS training emphasises physical restraint is the ***last resort***. The training has a practical element that teaches disengagement and holding techniques. The training is refreshed each year.

TECHNIQUES DESCRIBED IN THE PBS INITIAL TRAINING AND REFRESHER TRAINING INCLUDE:

1. Disengagement techniques for low medium and high risk behaviours
2. Child Control Hold for low, medium and high level of restriction.
3. Seated Hold for low, medium and high level of restriction.
4. Standing Hold for low medium and high level of restriction.

CANN BRIDGE SCHOOL

Identify and define behaviour

Name of Learner	Age	
	Class	

Programme Co-ordinator	
------------------------	--

Consultation with the following : (tick and record any relevant comments)		
	√	Comments
Headteacher/Senior Management Team		
Parents		
Staff		
Educational Psychologist		
CAMHS SLD Team		
Other Professionals		

Identify the behaviour to be addressed and give examples
<p>What is the concerning behaviour and how is it shown by the learner</p>

ABC record sheet

The information recorded here will enable staff to develop an understanding of the function of the behaviour shown. If the function is not understood it is unlikely that the behaviour can be modified.

Name		Class			Cann
Date and time	Location	Activity before Incident	Behaviour observed (<i>FILL in and give as much information as possible</i>)	Consequence for the pupil – what did the behaviour achieve?	

CANN BRIDGE SCHOOL

ABC summary sheet

Summarise the information from the ABC records.

Name of Learner	
Antecedent. What is happening before the behaviour?	
Behaviour Describe fully the behaviour which is causing concern	
Consequence What happens following the behaviour that affects the learner?	
Setting In what settings does the behaviour occur?	

CANN BRIDGE SCHOOL

Functional analysis record

With information from ABC summary analyse and hypothesise about the function of the behaviour observed; view all behaviour as a means of communication.

Name of Learner
Is the behaviour: Meeting a physical/sensory need.
Is the behaviour: Attention seeking (Why is the learner seeking attention? What sort of attention does the learner gain because of the behaviour?)
Is the behaviour: Self-stimulatory (What does the learner gain from engaging in the behaviour?)
Is the behaviour: Demand avoidance or person avoidance
Is the behaviour: A need to regain control or re-establish self-esteem.
Is the behaviour: Obsessional behaviour or due to an interruption of obsessional behaviour.

Positive Behaviour Support Plan		Individual learner traffic light plan for learning support
Date:		Learner Name:
Behaviour colour	Behaviour	Staff strategies and support
Calm and on task	<u>Purposeful engagement and appropriate learning</u>	<u>Positive reinforcement strategies</u>
Anxiety	<u>Low level anxiety</u>	<u>Positive support</u>
Refusal	<u>Refusal</u>	<u>Direction given</u>
Acting out	<u>High level anxiety leading to risk</u>	<u>Response/intervention</u>
Resolution	<u>Resolution</u>	<u>Support required</u>

CANN BRIDGE SCHOOL

Positive Behaviour objectives

This sheet supports the development of a positive behaviour to replace a negative behaviour.

Learner name	
Current undesirable behaviour and its understood function:	
Strategy to be used to reduce this behaviour:	
To be used when:	
Behaviour to be encouraged to meet the learners need (desired outcome):	

Participants in the construction of the plan

Name	Designation	Signature

Is the learner able to understand/participate in this programme? YES / NO (circle as appropriate)

Date _____

Review Date _____

CANN BRIDGE SCHOOL - LEARNER RISK ASSESSMENT

LEARNER NAME:

Risk Rating

	HAZARD	A Severity	B Likelihood	Risk Rating
1				
2				
3				
4				
5				
6				
7				
8				

Severity (A) multiplied by Likelihood (B) gives a Risk Rating between 0 and 100

A) Severity:-	Fatality	10	Major Injury	8	No Injury	0
	Minor Injury	6	Damage to Property	4		
B) Likelihood:-	Likely	10	Occasional	7		
	Unlikely	2				

Risk Ratings up to 40 need attention, but generally not urgently.

Risk Ratings between 40 and 70 will require action, with urgency dependent upon where in the range they lie.

Risk Ratings above 70 will require urgent action. Work will almost certainly have to stop until risks are reduced to an acceptable level.

- **HEALTH RISKS:** _____
- **PERSONS LIKELY TO BE AFFECTED:** _____

MANAGEMENT ACTION – CONTROL MEASURES AND PRECAUTIONS REQUIRED

In order to remove or minimise risks, all personnel involved in the activity should adopt the control measures and precautions listed below. If already in place, they should be re-assessed to ensure continuing effectiveness.

HAZARD	CONTROL MEASURES AND PRECAUTIONS	RISK RATING

The above assessment is valid as at the date below. Should the activity change substantially, a further assessment will be required.

Compliance with the control measures and precautions should be monitored at all times.

ASSESSOR: _____ **DATE:** _____

Use of Breakout Spaces/ Safe Spaces Room Record Sheet

Name:			Dates from:				To:			
Please complete the first three boxes			tick the appropriate boxes					time in minutes and seconds		
Date of incident	Time of day	Activity before Incident	Learner supported to breakout room	Learner went to breakout room on request	Learner took self to breakout room	Staff in room with learner	Staff outside room viewing learner	Time in room until calm	Time in room total	

Annex 1

Weekly pupil tally sheet

Pupil _____

Class _____ Cann

Week beginning _____

Result Behaviour	Day Time	Injury to other pupil			Injury to staff			Self-injury			Property damage			Near miss		
		AM	Lunch	PM	AM	Lunch	PM	AM	Lunch	PM	AM	Lunch	PM	AM	Lunch	PM
	Monday															
	Tuesday															
	Wednesday															
	Thursday															
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